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

SPECIAL MEETING ORDER OF BUSINESS
333 South Beaudry Avenue, Board Room
1208 Magnolia Avenue, Gardena, CA 90247
9945 Laurel Canyon Blvd, Pacoima, CA 91331
9:00 a.m., Monday, November 17, 2025

Roll Call

Consent Items

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

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

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

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

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

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

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

1. Call 1-888-475-4499 (Toll Free) and enter Meeting ID: **879 7060 8197** at the beginning of the meeting.
2. Press #, and then # again when prompted for the Participant ID.
3. Remain on hold until it is your turn to speak.
4. Call in from the same phone number entered on the Speaker Sign Up website. If you call from a

private or blocked phone number, we will be unable to identify you.

5. When you receive the signal that your phone has been removed from hold and or unmuted, please press *6 (Star 6) to be brought into the meeting.

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

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

Attending the Meeting

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

New Business for Action

1. Board of Education Report No. 122-25/26 **PUBLIC HEARING**
   Charter Schools Division
   (Approval of the Renewal Petition for Accelerated Charter Elementary) Recommends approval of the renewal petition for Accelerated Charter Elementary, a Start-Up Independent charter school, located in Board District 5 and Region East, for six (6) years, beginning July 1, 2026, until June 30, 2032, to serve up to 528 students in grades TK-6 in each year of the charter term.

2. Board of Education Report No. 125-25/26 **PUBLIC HEARING**
   Charter Schools Division
   (Approval of the Renewal Petition for Citizens of the World Charter School Mar Vista) Recommends approval of the renewal petition for Citizens of the World Charter School Mar Vista, a Start-Up Independent charter school, located in Board District 4 and Region West, for six (6) years, beginning July 1, 2026, until June 30, 2032, to serve up to 1,070 students in grades TK-8 in each year of the charter term.

3. Board of Education Report No. 133-25/26 **PUBLIC HEARING**
   Charter Schools Division
   (Approval of the Renewal Petition for ICEF Vista Middle Academy) Recommends approval of the renewal petition for ICEF Vista Middle Academy, a Start-Up Independent charter school, located in Board District 4 and Region West, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 375 students in grades 6-8 in each year of the charter term.

4. Board of Education Report No. 132-25/26 **PUBLIC HEARING**
   Charter Schools Division
   (Approval of the Renewal Petition for ICEF Vista Elementary Academy) Recommends approval of the renewal petition for ICEF Vista Elementary Academy, a Start-Up Independent charter school, located in Board District 4 and Region West, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 370 students in grades TK-5 in each year of the charter term.

5. Board of Education Report No. 124-25/26 **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for CATCH Prep Charter High, Inc.) Recommends approval of the renewal petition for CATCH Prep Charter High, Inc., a Start-Up Independent charter school, located in Board District 1 and Region South, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 300 students in grades 9-12 in each year of the charter term.

6. Board of Education Report No. 128-25/26 **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for Extera Public School No. 2) Recommends approval of the renewal petition for Extera Public School No. 2, a Start-Up Independent charter school, located in Board District 2 and Region East, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 245 students in grades TK-5 in each year of the charter term.

7. Board of Education Report No. 127-25/26 **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for Equitas Academy 5) Recommends approval of the renewal petition for Equitas Academy 5, a Start-Up Independent charter school, located in Board District 5 and Region West, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 500 students in grades TK-4 in each year of the charter term.

8. Board of Education Report No. 129-25/26 **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for High Tech LA) Recommends approval of the renewal petition for High Tech LA, a Conversion Independent charter school, located in Board District 3 and Region North, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 415 students in grades 9-12 in each year of the charter term.

9. Board of Education Report No. 130-25/26 **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for High Tech LA Middle) Recommends approval of the renewal petition for High Tech LA Middle, a Start-Up Independent charter school, located in Board District 3 and Region North, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 450 students in grades 6-8 in each year of the charter term.

10. Board of Education Report No. 135-25/26 **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for Magnolia Science Academy 4) Recommends approval of the renewal petition for Magnolia Science Academy 4, a Start-Up Independent charter school, located in Board District 4 and Region West, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 360 students in grades 6-12 in each year of the charter term.

11. Board of Education Report No. 138-25/26 **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for Pacoima Charter Elementary) Recommends approval of the renewal petition for Pacoima Charter Elementary, a Conversion Independent charter school, located in Board District 6 and Region North, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 1,300 students in grades TK-6 in each year of the charter term.

12. Board of Education Report No. 140-25/26 **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for Rise Kohyang Elementary) Recommends approval of the renewal petition for Rise Kohyang Elementary, a Start-Up Independent charter school, located in Board District 2 and Region East, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 569 students in grades TK-5 in each year of the charter term.

13. Board of Education Report No. 141-25/26 **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for Stella Middle Charter Academy) Recommends approval of the renewal petition for Stella Middle Charter Academy, a Start-Up Independent charter school, located in Board District 1 and Region West, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 560 students in grades 5-8 in each year of the charter term.

14. Board of Education Report No. 142-25/26 **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for STEM Preparatory Elementary) Recommends approval of the renewal petition for STEM Preparatory Elementary, a Start-Up Independent charter school, located in Board District 1 and Region South, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 370 students in grades TK-5 in each year of the charter term.

15. Board of Education Report No. 143-25/26
Charter Schools Division
(Approval of the Proposed Material Revision for STEM Preparatory Elementary) Recommends approval of the material revision for STEM Preparatory Elementary to add an additional site, currently located in Board District 1 and Region South.

16. Board of Education Report No. 144-25/26 **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for Valley International Preparatory High) Recommends approval of the renewal petition for Valley International Preparatory High, a Start-Up Independent charter school, located in Board District 3 and Region North, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 400 students in grades 9-12 in each year of the charter term.

17. Board of Education Report No. 145-25/26 **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for Valor Academy High) Recommends approval of the renewal petition for Valor Academy High, a Start-Up Independent charter school, located in Board District 6 and Region North, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 480 students in grades 9-12 in each year of the charter term.

18. Board of Education Report No. 146-25/26 **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for Wallis Annenberg High) Recommends approval of the renewal petition for Wallis Annenberg High, a Start-Up Independent charter school, located in Board District 5 and Region East, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 600 students in grades 9-12 in each year of the charter term.

19. Board of Education Report No. 131-25/26
PUBLIC HEARING Charter Schools Division
(Approval of the Renewal Petition for ICEF Innovation Los Angeles Charter) Recommends approval of the renewal petition for ICEF Innovation Los Angeles Charter, a Start-Up Independent charter school with a benchmark, in the area of academics (ELPI) located in Board District 1 and Region South, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 370 students in grades TK-5 in each year of the charter term.

20. Board of Education Report No. 126-25/26 **PUBLIC HEARING** Charter Schools Division
(Approval of the Renewal Petition for City Language Immersion Charter) Recommends approval of the renewal petition for City Language Immersion Charter, a Start-Up Independent charter school with benchmarks, in the areas of academics (ELA for English Learners; and ELPI) located in Board District 1 and Region West, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 432 students in grades TK-5 in each year of the charter term.

21. Board of Education Report No. 123-25/26
PUBLIC HEARING Charter Schools Division
(Approval of the Renewal Petition for Camino Nuevo High #2) Recommends approval of the renewal petition for Camino Nuevo High #2, a Start-Up Independent charter school with a benchmark in academics (ELPI), located in Board District 2 and Region East, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 500 students in grades 9-12 in each year of the charter term.

22. Board of Education Report No. 137-25/26
PUBLIC HEARING Charter Schools Division
(Approval of the Renewal Petition for New Los Angeles Charter) Recommends approval of the renewal petition for New Los Angeles Charter, a Start-Up Independent charter school with a benchmark in the area of academics (ELA for Students with Disabilities), located in Board District 1 and Region West, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 360 students in grades 6-8 in each year of the charter term.

23. Board of Education Report No. 134-25/26 **PUBLIC HEARING** Charter Schools Division
(Denial of the Renewal Petition for Ingenium Charter Middle) Recommends denial of the renewal petition for Ingenium Charter Middle, a Start-Up Independent charter school, located in Board District 4 and Region North, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 270 students in grades 6-8 in each year of the charter term.

24. Board of Education Report No. 136-25/26
PUBLIC HEARING Charter Schools Division
(Denial of the Renewal Petition for Matrix for Success Academy) Recommends denial of the renewal petition for Matrix for Success Academy, a Start-Up Independent charter school, located in Board Districts 5 and 2 and Region East.

25. Board of Education Report No. 139-25/26 **PUBLIC HEARING**
Charter Schools Division
(Denial of the Renewal Petition for PREPA TEC - Los Angeles) Recommends denial of the renewal petition for PREPA TEC - Los Angeles, a Start-Up Independent charter school, located in Board District 5 and Region East, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 388 students in grades 6-8 in each year of the charter term.

Public Hearings

26. Charter Petitions for Public Hearing (013-25/26)

N.E.W. Academy of Science and Arts (Board District 2, Region East, Middle Performing) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 450 students (current enrollment 419) in grades TK-5 beginning its next term in the 2026-2027 school year, with a proposed location of 379 S. Loma Dr., Los Angeles, CA 90017.

New Horizons Charter Academy (Board District 3, Region North, Middle Performing) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 300 students (current enrollment 141) in grades TK-8 beginning its next term in the 2026-2027 school year, with a proposed location of 14701 Friar St. Van Nuys, CA 91411.

N.E.W. Academy Canoga Park (Board District 3, Region North, Middle Performing) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 520 students (current enrollment 395) in grades TK-5 beginning its next term in the 2026-2027 school year, with a proposed location of 21425 Cohasset St., Canoga Park, CA 91303.

Goethe International Charter (Board District 4, Region West, High Performing) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 775 students (current enrollment 473) in grades TK-8 beginning its next term in the 2026-2027 school year, with a proposed location of 12500 Braddock Dr., Los Angeles, CA 90066 (Proposition 39 site).

Aspire Titan Academy (Board District 5, Region East, Middle Performing) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 330 students (current enrollment 332) in grades TK-5 beginning its next term in the 2026-2027 school year, with a proposed location of 6720 S. Alameda St., Huntington Park, CA 90255.

New Millennium Secondary (Board District 7, Region South, Middle Performing) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 225 students (current enrollment 110) in grades 9-12 beginning its next term in the 2026-2027 school year, with a proposed location of 1301 W. 182nd St. Gardena, CA 90248 (Proposition 39 site).

Port of Los Angeles High (Board District 7, Region South, High Performing) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 1,000 students (current enrollment 916) in grades 9-12 beginning its next term in the 2026-2027 school year, with a proposed location of 250 W. 5th St., San Pedro, CA 90731.

Adjournment

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

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

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

Materials related to an item on this Order of Business distributed to the Board of Education are available for public inspection at the Security Desk on the first floor of the Administrative Headquarters, and at:
https://boe.lausd.org/apps/events/2025/11/17/35442619/?REC_ID=35442619&id=0

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

TAB 1

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

Board of Education Report

File #: Rep-122-25/26, **Version:** 1 **Agenda Date:** 11/17/2025
In Control: Charter Schools Division

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

Brief Description:
(Approval of the Renewal Petition for Accelerated Charter Elementary) Recommends approval of the renewal petition for Accelerated Charter Elementary, a Start-Up Independent charter school, located in Board District 5 and Region East, for six (6) years, beginning July 1, 2026, until June 30, 2032, to serve up to 528 students in grades TK-6 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Accelerated Charter Elementary ("Charter School"), a Start-Up Independent charter school, located in Board District 5 and Region East, for six (6) years, beginning July 1, 2026 until June 30, 2032, to serve up to 528 students in grades TK-6 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:
Accelerated Charter Elementary is a TK-6 school currently serving 512 students on a District site pursuant to a lease agreement at 3914 S. Main St., Los Angeles, CA, 90037 in Board District 5 and Region East. Accelerated Charter Elementary was originally approved by the LAUSD Board of Education on March 25, 2003. On March 6, 2018, the charter school was renewed for a five-year term to serve 528 students in grades TK-6. 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 Accelerated Charter Elementary expires June 30, 2026.

On August 21, 2025, Accelerated Charter Elementary 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, 2025.

An initial Public Hearing was held on October 14, 2025.

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

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

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

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

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

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

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

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

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

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal charter petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2026.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal charter petition, Charter School would not be authorized to continue operations as a charter school.

The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 122-25/26, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of Charter School renewal petition.

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

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

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

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

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

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

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

Attachments:
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Accelerated Charter Elementary Data Set
Attachment C - Desegregation Impact Statement

Budget, Petition, and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1K3F9r3x6Q5iZ5PYuxHNCDhrNR3_bTCrr?usp=sharing>

Submitted:
10/23/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

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

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

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ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT

RENEWAL PETITION

Board of Education Report 122-25/26
November 17, 2025

School Name:	**Accelerated Charter Elementary**		BOARD IS REQUIRED TO TAKE ACTION BY: **November 19, 2025**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**The Accelerated Schools**		
Location Code:	**2013**		
Type of Site(s):	**District - Lease Agreement**		
Site Address(es):	**3914 S. Main St., Los Angeles, CA 90037**		
Board District(s):	**5**	Region(s):	**East**
Grade Levels Served:	**TK-6**	Current Enrollment:	**512**
Grade Levels Authorized in Current Charter:	**TK-6**	Approved Enrollment in Current Charter:	**528**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	**High Performing**		
STAFF RECOMMENDATION:	**Approval for a six (6)-year term (2026-2032)**		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Accelerated Charter Elementary ("ACES" or "Charter School"), located in Board District 5 and Region East, for a term of six (6) years, beginning July 1, 2026, until June 30, 2032, to serve up to 528 students in grades TK-6 in each year of the charter term. Pursuant to applicable law, charter schools classified as High performing may be renewed for a term of five (5), six (6), or seven (7) years. To help determine the recommended term length in these cases, staff considers various factors related to the charter school's operations and performance during the term of the charter, as noted in the *LAUSD Policy and Procedures for Charter Schools*. Specific factors related to the charter school's performance and operations during the term of the charter include, but are not limited to, the following:

- Ratings on the Annual Performance-Based Oversight Visit Report in the areas of Governance; Student Achievement and Educational Performance; Organizational Management, Programs and Operations; and Fiscal Operations for the previous two years, and no significant unresolved issues, including, but not limited to, Notices to Cure;
- Additional academic considerations (i.e., numerically significant student performance);
- Equity and access for families and pupils;
- School culture and climate; and
- Consideration of qualifying as High Performing under Criterion 1 or Criterion 2

As staff considered Accelerated Charter Elementary's renewal petition and record, staff recommends a term length of six years.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

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

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

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

Charter Petition Requirement:

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

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

III. GENERAL SCHOOL INFORMATION

A. School History

	Accelerated Charter Elementary
Initial Authorization:	On March 25, 2003, Accelerated Charter Elementary (formerly named Accelerated Elementary) was authorized by the LAUSD Board of Education to serve 240 students in grades K-6.
Most Recent Renewal	The charter was renewed on March 6, 2018 for a five-year term (July 1, 2018 - June 30, 2023) to serve up to 512 students in grades TK-6. 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 Accelerated Charter Elementary expires June 30, 2026.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Accelerated Charter Elementary submitted its renewal petition application on August 21, 2025. The 90-day statutory timeline for Board action on the petition runs through November 19, 2025.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and	Accelerated Charter Elementary implements its own Master Plan for English Learners and Standard English Learners.

	Accelerated Charter Elementary
Standard English Learners:	
Special Education SELPA	Accelerated Charter Elementary participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Accelerated Charter Elementary is operated by The Accelerated Schools, a California nonprofit public benefit corporation that also operates two other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

ACES has been identified by the state as a High performing charter school The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard.

Please see the Accelerated Charter Elementary data set.

b. Measurements of Academic Performance on the California School Dashboard

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

Accelerated Charter Elementary Dashboard Indicators

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

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

c. English Language Arts Indicator

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

Accelerated Charter Elementary - 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**	**-8.3**	**Low**	**-12.2**	**Higher**
Latino	Met	Low	-8.3	Low	-38.6	Higher
English Learner	Met	Low	-26.9	Low	-61.2	Higher
Socioeconomically Disadvantaged	Met	Low	-9.3	Low	-41.4	Higher

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

Accelerated Charter Elementary - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-11.6**	**-3.3**	**Orange**	**-13.6**	**Higher**
Latino	Met	Orange	-12.3	-4.0	Orange	-40.2	Higher
English Learner	Met	Orange	-29.6	-2.7	Orange	-67.7	Higher
Socioeconomically Disadvantaged	Met	Orange	-11.9	-2.6	Orange	-42.6	Higher
Students with Disabilities	Met	No Performance Color	-67.6	6.9	Red	-96.3	Higher

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

Accelerated Charter Elementary - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-13.0**	**-1.4**	**Orange**	**-13.2**	**Higher**
Latino	Met	Orange	-13.3	-1.0	Orange	-39.3	Higher
English Learner	Met	Orange	-33.8	-4.2	Orange	-67.6	Higher
Socioeconomically Disadvantaged	Met	Orange	-13.5	-1.6	Orange	-40.9	Higher
Students with Disabilities	Met	Yellow	-57.0	10.6	Red	-95.6	Higher

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

d. Math Indicator

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

Accelerated Charter Elementary - 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**	**-36.9**	**Low**	**-51.7**	**Higher**
Latino	Met	Low	-36.9	Low	-83.4	Higher
English Learner	Met	Low	-47.4	Low	-92.0	Higher
Socioeconomically Disadvantaged	Met	Low	-38.0	Low	-84.0	Higher

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

Accelerated Charter Elementary - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-40.2**	**-3.3**	**Orange**	**-49.1**	**Higher**
Latino	Met	Orange	-41.1	-4.2	Orange	-80.8	Higher
English Learner	Met	Orange	-45.7	1.7	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Orange	-40.4	-2.4	Yellow	-80.8	Higher
Students with Disabilities	Met	No Performance Color	-82.0	-6.9	Orange	-127.3	Higher

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

Accelerated Charter Elementary - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**-31.0**	**9.2**	**Orange**	**-47.6**	**Higher**
Latino	Met	Yellow	-31.0	10.1	Orange	-79.2	Higher
English Learner	Met	Orange	-53.4	-7.7	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Yellow	-31.7	8.7	Orange	-78.2	Higher
Students with Disabilities	Met	Orange	-88.7	-6.7	Red	-124.3	Higher

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

e. <u>English Learner Progress Indicator</u>

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's English Learner Progress Rate was lower than the state. In 2023 and 2024 on the ELPI, the charter school's English Learner Progress Rate was higher than the state.

Accelerated Charter Elementary - 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	46.5%	Medium	50.3%	Lower

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

Accelerated Charter Elementary - 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	52.7%	6.3%	Yellow	48.7%	Higher

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

Accelerated Charter Elementary - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Orange	47.8%	-4.9%	Orange	45.7%	Higher

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

f. College/Career Indicator
Not applicable

g. Chronic Absenteeism Indicator
In 2022, 2023, and 2024 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was lower than the state for All Students, and for all numerically significant student groups.

h. Graduation Indicator [HS only]
Not applicable

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

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

k. Additional Information
ACES offers a dual language immersion program in English and Spanish.

ACES teachers are represented by United Teachers Los Angeles. Classified staff are represented by SEIU-Local 99.

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 ACES outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

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

b. Student Achievement and Educational Performance

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

c. Organizational Management, Programs, and Operations

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

d. Fiscal Operations

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

VI. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Accelerated Charter Elementary's fiscal condition is positive.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Unaudited Actuals)
Net Assets	$31,890,278	$30,184,907	$31,898,998	$32,724,633	$32,183,365
Net Income/Loss	$440,176	($1,705,371)[1]	$1,714,091	$825,635	($541,268)[2]
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment	493	511	502	515	526

[1]According to The Accelerated Schools, the 2021-2022 independent audit report reflected a net loss of ($1,705,371), primarily attributable to investment losses of ($1,050,193) —consisting of an unrealized loss of ($1,358,105) partially offset by a realized gain of $307,957 — as well as the under-utilization of one-time COVID-19 funding.

[2] According to The Accelerated Schools, the reported net loss of ($541,268) in the 2024-25 Unaudited Actuals is primary attributable to depreciation expense of $867,618, rather than operational shortfalls. When excluding this non-cash expense, the school generated positive earnings before depreciation of $326,350.

b. 2023-2024 Independent Audit Report
Audit Opinion: Unmodified/Unqualified
Material Weaknesses: None Reported
Deficiencies/Findings: None Reported
Lack of a Going Concern: None Reported

Other Significant Fiscal Information
The financial condition of the charter operator is summarized in the table below.

The Accelerated Schools					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
3	3	$88,774,449	$450,797	$195,070	$85,128

Accelerated Charter Elementary

Board District: 5 | Region: East | Location Code: 2013

CA School Dashboard: Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023								Dashboard 2024							
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	100%	263	-8.3	Low	-12.2	Higher	100%	258	-11.6	-3.3	Declined	Orange	-13.6	Higher	100%	266	-13.0	-1.4	Maintained	Orange	-13.2	Higher
English Learner	100%	142	-26.9	Low	-61.2	Higher	100%	118	-29.6	-2.7	Maintained	Orange	-67.7	Higher	100%	122	-33.8	-4.2	Declined	Orange	-67.6	Higher
Latino	100%	263	-8.3	Low	-38.6	Higher	100%	255	-12.3	-4.0	Declined	Orange	-40.2	Higher	100%	263	-13.3	-1.0	Maintained	Orange	-39.3	Higher
Socioeconomically Disadvantaged	100%	257	-9.3	Low	-41.4	Higher	100%	252	-11.9	-2.6	Maintained	Orange	-42.6	Higher	100%	265	-13.5	-1.6	Maintained	Orange	-40.9	Higher
Students with Disabilities	97%	28	-74.5	Very Low	-97.3	--	100%	30	-67.6	6.9	Increased	--	-96.3	Higher	97%	33	-57.0	10.6	Increased	Yellow	-95.6	Higher

Data Sources: California School Dashboard Research data files.

Accelerated Charter Elementary

Board District: 5 | Region: East | Location Code: 2013

CA School Dashboard: Academic Performance - Math

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

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
	Dashboard 2022						Dashboard 2023								Dashboard 2024							
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	99%	263	-36.9	Low	-51.7	Higher	100%	257	-40.2	-3.3	Declined	Orange	-49.1	Higher	99%	266	-31.0	9.2	Increased	Yellow	-47.6	Higher
English Learner	99%	142	-47.4	Low	-92.0	Higher	100%	118	-45.7	1.7	Maintained	Orange	-93.4	Higher	100%	123	-53.4	-7.7	Declined	Orange	-93.4	Higher
Latino	99%	263	-36.9	Low	-83.4	Higher	100%	254	-41.1	-4.2	Declined	Orange	-80.8	Higher	99%	263	-31.0	10.1	Increased	Yellow	-79.2	Higher
Socioeconomically Disadvantaged	100%	257	-38.0	Low	-84.0	Higher	100%	252	-40.4	-2.4	Maintained	Orange	-80.8	Higher	99%	265	-31.7	8.7	Increased	Yellow	-78.2	Higher
Students with Disabilities	97%	28	-75.0	Low	-130.8	--	100%	30	-82.0	-6.9	Declined	--	-127.3	Higher	97%	33	-88.7	-6.7	Declined	Orange	-124.3	Higher

Data Sources: California School Dashboard Research data files.

Accelerated Charter Elementary

Board District: 5 | Region: East | Location Code: 2013

CA School Dashboard: English Learner Progress Indicator (ELPI)

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

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

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator

	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	Students	ELPI	Status Level	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State
English Learner	142	46.5%	Medium	50.3%	Lower	146	52.7%	6.3	Increased	Green	48.7%	Higher	138	47.8%	-4.9	Declined	Orange	45.7%	Higher

Student English Language Acquisition Results Summative ELPAC

		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2022	EL	44.4%	2.1%	28.9%	24.6%	47.5%	2.8%	31.4%	18.3%
2023	EL	52.7%	0.0%	32.2%	15.1%	45.7%	2.3%	32.2%	18.3%
2024	EL	47.8%	0.0%	26.8%	25.4%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	--	--	--	--	41.6%	3.4%	28.5%	24.7%

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

Summative ELPAC Participation Rate Report

		School				State of California			
End Year	Student Group	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%
2022	EL	184	184	100%	Y	1,052,513	1,088,734	96.7%	Y
2023	EL	190	190	100%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	7	7	100%	Y	193,182	202,530	95.4%	Y
2024	EL	179	179	100%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	5	5	100%	Y	182,603	190,459	95.9%	Y

Accelerated Charter Elementary

Board District: 5 | Region: East | Location Code: 2013

CA School Dashboard: Chronic Absenteeism

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

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

Chronic Absenteeism - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	Chronic Absenteeism	Status Level	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	519	12.5%	High	30.0%	Lower	505	19.0%	6.5	Increased Significantly	Red	24.3%	Lower	518	14.1%	-4.9	Declined Significantly	Yellow	18.6%	Lower
English Learner	192	10.9%	High	33.6%	Lower	192	15.6%	4.7	Increased Significantly	Red	26.3%	Lower	190	14.7%	-0.9	Declined	Yellow	20.1%	Lower
Latino	514	12.1%	High	35.8%	Lower	497	18.9%	6.9	Increased Significantly	Red	28.4%	Lower	510	14.1%	-4.8	Declined Significantly	Yellow	21.7%	Lower
Socioeconomically Disadvantaged	506	12.3%	High	37.4%	Lower	491	18.5%	6.3	Increased Significantly	Red	29.9%	Lower	513	14.2%	-4.3	Declined Significantly	Yellow	23.4%	Lower
Students with Disabilities	65	15.4%	High	39.6%	Lower	69	23.2%	7.8	Increased	Red	33.1%	Lower	68	13.2%	-10.0	Declined	Yellow	26.3%	Lower

Data Sources: California School Dashboard Research data files.

Accelerated Charter Elementary

Board District: 5 | Region: East | Location Code: 2013

CA School Dashboard: Suspension Rate Indicator

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

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

Suspension Rate Indicator - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	Suspension Rate	Status Level	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State
All Students	526	0.0%	Very Low	3.1%	Lower	512	0.0%	0.0	Maintained	Blue	3.5%	Lower	520	0.0%	0.0	Maintained	Blue	3.2%	Lower
English Learner	195	0.0%	Very Low	3.2%	Lower	192	0.0%	0.0	Maintained	Blue	3.7%	Lower	190	0.0%	0.0	Maintained	Blue	3.4%	Lower
Latino	521	0.0%	Very Low	3.3%	Lower	504	0.0%	0.0	Maintained	Blue	3.8%	Lower	512	0.0%	0.0	Maintained	Blue	3.4%	Lower
Socioeconomically Disadvantaged	512	0.0%	Very Low	4.0%	Lower	497	0.0%	0.0	Maintained	Blue	4.5%	Lower	514	0.0%	0.0	Maintained	Blue	4.0%	Lower
Students with Disabilities	67	0.0%	Very Low	5.4%	Lower	70	0.0%	0.0	Maintained	Blue	5.9%	Lower	68	0.0%	0.0	Maintained	Blue	5.4%	Lower

Data Sources: California School Dashboard Research data files.

Accelerated Charter Elementary

Board District: 5 | Region: East | Location Code: 2013

Enrollment Report

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

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

Enrollment by Ethnicity and Student Group						
	2023-2024			2024-2025		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	517	529,902	5,837,690	526	516,685	5,806,221
F/R Meal	99.0%	80.6%	61.6%	100.0%	81.9%	62.7%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A
English Learner	36.4%	20.1%	18.4%	31.4%	18.6%	17.4%
Foster Youth	0.0%	0.6%	0.5%	0.0%	0.5%	0.5%
Homeless Youth	0.0%	2.1%	3.6%	0.2%	2.7%	4.0%
Socioeconomically Disadvantaged	99.0%	81.3%	62.7%	100.0%	82.4%	63.6%
Students w/ Disabilities	12.0%	14.8%	13.7%	13.3%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	1.0%	7.3%	4.9%	1.0%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.0%	3.4%	9.9%	0.0%	3.3%	10.1%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%
Latino	98.5%	73.8%	56.1%	98.1%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	0.6%	9.8%	20.3%	1.0%	9.7%	20.0%
Two or More Races	0.0%	2.0%	4.6%	0.0%	2.1%	4.8%
Not Reported	0.0%	1.8%	1.1%	0.0%	2.2%	1.2%

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

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

Accelerated Charter Elementary

Board District: 5 | Region: East | Location Code: 2013

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

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

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	7	2.9%	17,921	7.3%	226,508	11.1%	5	2.1%	15,302	6.5%	211,186	10.6%	3	1.3%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	33	13.6%	17,295	7.1%	144,189	7.1%	30	12.3%	15,717	6.7%	136,188	6.8%	38	16.6%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	114	46.9%	60,457	24.7%	505,486	24.8%	114	46.9%	60,574	25.7%	519,651	26.0%	96	41.9%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	32	13.2%	18,850	7.7%	236,319	11.6%	39	16.0%	14,725	6.2%	207,768	10.4%	28	12.2%	13,775	6.2%	178,306	9.3%
EL Total	186	76.5%	114,523	46.8%	1,112,502	54.5%	188	77.4%	106,318	45.0%	1,074,793	53.8%	165	72.1%	95,959	43.3%	1,009,030	52.6%
RFEP	57	23.5%	130,377	53.2%	927,694	45.5%	55	22.6%	129,789	55.0%	924,422	46.2%	64	27.9%	125,465	56.7%	909,298	47.4%
Total Ever EL	243	100.0%	244,900	100.0%	2,040,196	100.0%	243	100.0%	236,107	100.0%	1,999,215	100.0%	229	100.0%	221,424	100.0%	1,918,328	100.0%

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

Accelerated Charter Elementary

Board District: 5 | Region: East | Location Code: 2013

Students with Disabilities Report

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

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	517			529,902			526			516,685		
Students with Disabilities	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	62	100%	12%	78,319	100%	14.8%	70	100%	13.3%	80,505	100%	15.6%
High Incidence	54	87.1%	10.4%	52,153	66.6%	9.8%	56	80%	10.6%	52,412	65.1%	10.1%
Low Incidence	8	12.9%	1.5%	26,162	33.4%	4.9%	14	20%	2.7%	28,084	34.9%	5.4%
Autism	7	11.3%	1.4%	18,713	23.9%	3.5%	11	15.7%	2.1%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Emotional Disturbance	0	0%	0%	1,148	1.5%	0.2%	0	0%	0%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	1	1.6%	0.2%	971	1.2%	0.2%	3	4.3%	0.6%	931	1.2%	0.2%
Intellectual Disability	0	0%	0%	3,393	4.3%	0.6%	0	0%	0%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	9	14.5%	1.7%	10,930	14%	2.1%	13	18.6%	2.5%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0%	0%	533	0.7%	0.1%	0	0%	0%	434	0.5%	0.1%
Specific Learning Disability	17	27.4%	3.3%	29,615	37.8%	5.6%	17	24.3%	3.2%	29,368	36.5%	5.7%
Speech or Language Impairment	28	45.2%	5.4%	11,608	14.8%	2.2%	26	37.1%	4.9%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	0	0%	0%	185	0.2%	0%	0	0%	0%	175	0.2%	0%

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

ATTACHMENT C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
ACCELERATED CHARTER ELEMENTARY
BOARD OF EDUCATION REPORT 122-25/26
November 17, 2025

I. Category of Proposed Action:
The proposed action would renew the charter for six (6) years, beginning July 1, 2026 until June 30, 2032 to serve up to 528 students in grades TK-6 in each year of the charter term.

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

III. Proposed Change:
The approval of this charter petition would renew the charter of Accelerated Charter Elementary for six (6) years beginning July 1, 2026 until June 30, 2032.

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

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

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

CHRJSTINE KAE
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

TAB 2

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

Board of Education Report

File #: Rep-125-25/26, **Version:** 1 **Agenda Date:** 11/17/2025
In Control: Charter Schools Division

Approval of the Renewal Petition for Citizens of the World Charter School Mar Vista [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Citizens of the World Charter School Mar Vista) Recommends approval of the renewal petition for Citizens of the World Charter School Mar Vista, a Start-Up Independent charter school, located in Board District 4 and Region West, for six (6) years, beginning July 1, 2026, until June 30, 2032, to serve up to 1,070 students in grades TK-8 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Citizens of the World Charter School Mar Vista ("Charter School"), a Start-Up Independent charter school, located in Board District 4 and Region West, for six (6) years, beginning July 1, 2026 until June 30, 2032, to serve up to 1,070 students in grades TK-8 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
Citizens of the World Charter School Mar Vista is a TK-8 school currently serving 464 students on two private facilities at 11561 Gateway Boulevard, Los Angeles, CA, 90064 and 11518 West Pico Boulevard, Los Angeles, CA, 90064 in Board District 4 and Region West. Citizens of the World Charter School Mar Vista was originally approved by the LAUSD Board of Education on February 7, 2012. On December 5, 2017, the charter school was renewed for a five-year term to serve up to 1,070 students in grades TK-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Citizens of the World Charter School Mar Vista expires June 30, 2026.

On August 21, 2025, Citizens of the World Charter School Mar Vista 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, 2025.

An initial Public Hearing was held on October 14, 2025.

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

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

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

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

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

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

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

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

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

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

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal charter petition, Charter School would not be authorized to continue operations as a charter school. The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 125-25/26, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of Charter School renewal petition.

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

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

Charter School has selected LAUSD Special Education Local Planning Area (SELPA) Option 2. Charter School's fair share contribution for special education will be 20% of the District's general fund contribution rate per Average Daily Attendance (ADA) for the first fiscal year of the charter petition period, which will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources. This formula will increase by 5% for each subsequent fiscal year of the charter petition period until the applicable percentage reaches 35%. For the remainder of the term of Charter School's charter, the rate will remain at 35% of the District's general fund contribution rate for each fiscal year. If Charter School is renewing its charter petition and has reached the 35% fair share contribution rate for special education, Charter School shall continue to contribute at the 35% rate for the full renewal period. If Charter School is renewing and has reached a fair share contribution rate that is less than 35%, Charter School's fair share contribution rate shall continue to increase by 5% per year from the prior year's rate until the applicable percentage reaches 35%. If Charter School does not spend its allocation of special education funds during a fiscal year of the charter

petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced by an amount equal to the unspent special education funds of the previous fiscal year.
In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

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

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

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

Attachments:
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Citizens of the World Charter School Mar Vista Data Set
Attachment C - Desegregation Impact Statement

Budget, Petition, and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1dRNQwk3rPdzgNqqAS3e0mA4L73Ga-FCB?usp=sharing>

Submitted:
10/23/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

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

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT

RENEWAL PETITION

Board of Education Report 125-25/26
November 17, 2025

School Name:	**Citizens of the World Charter School Mar Vista**		BOARD IS REQUIRED TO TAKE ACTION BY: **November 19, 2025**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Citizens of the World Los Angeles**		
Location Code:	**2262**		
Type of Site(s):	**(1) Private** **(2) Private**		
Site Address(es):	**(1) 11561 Gateway Boulevard, Los Angeles, CA 90064** **(2) 11518 West Pico Boulevard, Los Angeles, CA 90064**		
Board District(s):	**4**	Region(s):	**West**
Grade Levels Served:	**TK-8**	Current Enrollment:	**464**
Grade Levels Authorized in Current Charter:	**TK-8**	Approved Enrollment in Current Charter:	**1,070**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	**High Performing**		
STAFF RECOMMENDATION:	**Approval for a six (6)-year term (2026-2032)**		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Citizens of the World Charter School Mar Vista ("CWC Mar Vista" or "Charter School"), located in Board District 4 and Region West, for a term of six (6) years, beginning July 1, 2026, until June 30, 2032, to serve up to 1,070 students in grades TK-8 in each year of the charter term.

Pursuant to applicable law, charter schools classified as High performing may be renewed for a term of five (5), six (6), or seven (7) years. To help determine the recommended term length in these cases, staff considers various factors related to the charter school's operations and performance during the term of the charter, as noted in the *LAUSD Policy and Procedures for Charter Schools*. Specific factors related to the charter school's performance and operations during the term of the charter include, but are not limited to, the following:

- Ratings on the Annual Performance-Based Oversight Visit Report in the areas of Governance; Student Achievement and Educational Performance; Organizational Management, Programs and Operations; and Fiscal Operations for the previous two years, and no significant unresolved issues, including, but not limited to, Notices to Cure;
- Additional academic considerations (i.e., numerically significant subgroup performance);
- Equity and access for families and pupils;
- School culture and climate; and
- Consideration of qualifying as High Performing under Criterion 1 or Criterion 2

As staff considered Citizens of the World Charter School Mar Vista's renewal petition and record, staff recommends a term length of six years.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

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

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

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

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

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

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

III. GENERAL SCHOOL INFORMATION

A. School History

	Citizens of the World Charter School Mar Vista
Initial Authorization:	On February 7, 2012, Citizens of the World Charter School Mar Vista (formerly named Citizens of the World 3) was authorized by the LAUSD Board of Education to serve 576 students in grades K-5.
Most Recent Renewal	The charter was renewed on December 5, 2017 for a five-year term (July 1, 2018 - June 30, 2023) to serve up to 1,070 students in grades TK-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Citizens of the World Charter School Mar Vista expires June 30, 2026.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	On December 5, 2017, as part of the school's most recent renewal, the LAUSD Board of Education issued the following operational benchmark to Citizens of the World Charter School Mar Vista: Citizens of the World 3 will submit a written status report to the Charter Schools Division annually no later than December 1st, that

	Citizens of the World Charter School Mar Vista
	provides evidence of its efforts and outcomes to increase student diversity for its student subgroup population, including English Learners, Latinos, Socioeconomically Disadvantaged, and Students with Disabilities, based on official student demographic information. Please see the "Additional Information" section below.
Submission of Renewal Petition Application:	Citizens of the World Charter School Mar Vista submitted its renewal petition application on August 21, 2025. The 90-day statutory timeline for Board action on the petition runs through November 19, 2025.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Citizens of the World Charter School Mar Vista implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Citizens of the World Charter School Mar Vista participates in LAUSD Special Education Local Plan Area (SELPA) Option 2.

B. Charter School Operator

Citizens of the World Charter School Mar Vista is operated by Citizens of the World Los Angeles (CWC LA), a California nonprofit public benefit corporation that also operates four other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Citizens of the World Charter School Mar Vista has been identified by the state as a High performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard.

Please see the Citizens of the World Charter School Mar Vista data sets.

b. Measurements of Academic Performance on the California School Dashboard

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

Very High). Below, the 2023 and 2024 Dashboard Performance Levels (colors) based on two years' data are provided.

Citizens of the World Charter School Mar Vista Dashboard Indicators

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

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

c. English Language Arts Indicator

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

Citizens of the World Charter School Mar Vista - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Medium**	**9.9**	**Low**	**-12.2**	**Higher**
Black or African American	Not Met	Low	-13.4	Low	-57.7	Higher
Latino	Met	Low	-14.1	Low	-38.6	Higher
White	Not Met	High	38.9	High	21.9	Higher
English Learner	Met	Low	-34.1	Low	-61.2	Higher
Socioeconomically Disadvantaged	Met	Low	-15.0	Low	-41.4	Higher
Students with Disabilities	Met	Low	-61.0	Very Low	-97.3	Higher

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

Citizens of the World Charter School Mar Vista - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**9.6**	**-0.3**	**Orange**	**-13.6**	**Higher**
Black or African American	Met	Orange	-19.7	-5.1	Orange	-59.6	Higher
Latino	Met	Orange	-12.9	1.2	Orange	-40.2	Higher
White	Met	Blue	50.2	11.9	Green	20.8	Higher
English Learner	Met	Orange	-31.8	2.3	Orange	-67.7	Higher
Socioeconomically Disadvantaged	Met	Orange	-12.7	2.3	Orange	-42.6	Higher
Students with Disabilities	Met	Yellow	-28.2	32.7	Red	-96.3	Higher

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

Citizens of the World Charter School Mar Vista - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**1.1**	**-8.5**	**Orange**	**-13.2**	**Higher**
Black or African American	Met	Green	6.1	25.8	Orange	-58.9	Higher
Latino	Met	Orange	-22.7	-9.7	Orange	-39.3	Higher
White	Met	Green	43.6	-6.6	Green	19.2	Higher
English Learner	Met	Orange	-38.5	-6.7	Orange	-67.6	Higher
Socioeconomically Disadvantaged	Met	Orange	-20.5	-7.8	Orange	-40.9	Higher
Students with Disabilities	Met	Orange	-37.1	-8.9	Red	-95.6	Higher

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

d. Math Indicator

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

Citizens of the World Charter School Mar Vista - 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**	**-28.4**	**Low**	**-51.7**	**Higher**
Black or African American	Not Met	Low	-63.5	Very Low	-106.9	Higher
Latino	Met	Low	-55.7	Low	-83.4	Higher
White	Not Met	High	8.3	Medium	-13.4	Higher
English Learner	Met	Low	-67.3	Low	-92.0	Higher
Socioeconomically Disadvantaged	Met	Low	-55.0	Low	-84.0	Higher
Students with Disabilities	Not Met	Very Low	-99.2	Very Low	-130.8	Higher

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

Citizens of the World Charter School Mar Vista - 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**	**Green**	**-9.2**	**19.2**	**Orange**	**-49.1**	**Higher**
Black or African American	Met	Yellow	-47.8	19.8	Red	-104.5	Higher
Latino	Met	Yellow	-29.5	26.2	Orange	-80.8	Higher
White	Met	Blue	30.9	23.6	Yellow	-11.1	Higher
English Learner	Met	Yellow	-47.0	20.3	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Yellow	-32.4	22.7	Yellow	-80.8	Higher
Students with Disabilities	Met	Yellow	-38.2	63.0	Orange	-127.3	Higher

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

Citizens of the World Charter School Mar Vista - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-28.2**	**-19.1**	**Orange**	**-47.6**	**Higher**
Black or African American	Met	Yellow	-43.1	4.7	Red	-102.2	Higher
Latino	Met	Orange	-51.2	-21.8	Orange	-79.2	Higher
White	Met	Green	26.4	-4.5	Yellow	-10.3	Higher
English Learner	Met	Orange	-61.4	-14.4	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Orange	-54.3	-21.9	Orange	-78.2	Higher
Students with Disabilities	Met	Orange	-65.8	-27.6	Red	-124.3	Higher

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

e. English Learner Progress Indicator

In 2022, 2023, and 2024 on the ELPI, the charter school's English Learner Progress Rate was higher than the state.

Citizens of the World Charter School Mar Vista - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Not Met	Low	58.3%	Medium	50.3%	Higher

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

Citizens of the World Charter School Mar Vista - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Green	60.9%	4.1%	Yellow	48.7%	Higher

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

Citizens of the World Charter School Mar Vista - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Green	61.1%	0.2%	Orange	45.7%	Higher

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

f. Chronic Absenteeism Indicator

In 2022 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students and for all seven numerically significant student groups. In 2023 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was higher than the state for All Students, and for six of seven numerically significant student groups. In 2024 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students, and for five of seven numerically significant student groups.

g. Graduation Indicator [HS only]
Not applicable

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

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

j. Additional Information
Citizens of the World Charter School Mar Vista's teachers are represented by United Teachers Los Angeles.

As noted above, Citizens of the World Charter School Mar Vista has one (1) operational benchmark in its current term. The following summarizes the outcome of the benchmark for each of the seven years (2018-2019 through 2024-2025) of the current charter term.

Benchmark: *Citizens of the World 3 will submit a written status report to the Charter Schools Division annually no later than December 1st, that provides evidence of its efforts and outcomes to increase student diversity for its student subgroup population, including English Learners, Latinos, Socioeconomically Disadvantaged, and Students with Disabilities, based on official student demographic information.*

Benchmark: Efforts and Outcomes to Increase Student Diversity						
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Met	Met	Met	Met	Met	Not Met	Not Met

In all years of the charter term, Charter School provided evidence of its efforts to increase student diversity. Benchmark outcomes, as determined by the CDE Data Quest Enrollment Report, were met in five of the seven years and not met in two years (2023-2024 and 2024-2025).

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 Citizens of the World Charter School Mar Vista outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

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

b. Student Achievement and Educational Performance

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

c. Organizational Management, Programs, and Operations

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

d. Fiscal Operations

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

VI. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition
CWC Mar Vista's fiscal condition is positive and has been upward trending since the 2020-2021 fiscal year.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Unaudited Actuals)
Net Assets	$894,805	$996,350	$1,597,695	$2,730,778	$3,742,055
Net Income/Loss	$40,917	$101,545	$601,345	$1,133,083	$1,011,277
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Unaudited Actuals)
Norm Enrollment [A]	607	553	532	504	503

[A] CWC Mar Vista reported 464 Norm Enrollment for Fiscal Year 2025-2026. CWC Mar Vista stated that it plans to increase enrollment through various means, for example, by increasing community engagement. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

b. 2023-2024 Independent Audit Report
Audit Opinion: Unmodified/Unqualified
Material Weaknesses: None Reported
Deficiencies/Findings: None Reported
Lack of a Going Concern: None Reported

c. Other Significant Fiscal Information
The financial condition of the charter operator is summarized in the table below.

Citizens of the World Charter School – Los Angeles					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
5	5	$3,383,026	$576,478	$52,098	$12,819

Citizens of the World Charter School Mar Vista

Board District: 4 | Region: West | Location Code: 2262

CA School Dashboard: Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023							Dashboard 2024							
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	96%	315	9.9	Medium	-12.2	Higher	98%	312	9.6	-0.3	Maintained	Yellow	-13.6	Higher	99%	299	1.1	-8.5	Declined	Yellow	-13.2	Higher
African American/Black	93%	50	-13.4	Low	-57.7	Higher	98%	44	-19.7	-5.1	Declined	Orange	-59.6	Higher	98%	49	6.1	25.8	Increased Significantly	Green	-58.9	Higher
Asian	94%	17	12.2	High	63.0	--	100%	14	54.2	45.3	Increased Significantly	--	61.8	--	100%	7	*	*	*	*	60.7	*
English Learner	96%	52	-34.1	Low	-61.2	Higher	98%	57	-31.8	2.3	Maintained	Orange	-67.7	Higher	100%	52	-38.5	-6.7	Declined	Orange	-67.6	Higher
Latino	98%	130	-14.1	Low	-38.6	Higher	98%	143	-12.9	1.2	Maintained	Orange	-40.2	Higher	100%	147	-22.7	-9.7	Declined	Orange	-39.3	Higher
Socioeconomically Disadvantaged	97%	174	-15.0	Low	-41.4	Higher	99%	167	-12.7	2.3	Maintained	Orange	-42.6	Higher	100%	197	-20.5	-7.8	Declined	Orange	-40.9	Higher
Students with Disabilities	95%	51	-61.0	Low	-97.3	Higher	97%	55	-28.2	32.7	Increased Significantly	Yellow	-96.3	Higher	96%	45	-37.1	-8.9	Declined	Orange	-95.6	Higher
Two or More	100%	12	83.6	Very High	25.1	--	100%	17	15.9	-67.7	Declined Significantly	--	24.3	--	96%	23	4.3	-11.6	Declined	--	24.3	--
White	94%	97	38.9	High	21.9	Higher	97%	90	50.2	11.9	Increased	Blue	20.8	Higher	99%	69	43.6	-6.6	Declined	Green	19.2	Higher

Data Sources: California School Dashboard Research data files.

Citizens of the World Charter School Mar Vista

Board District: 4 | Region: West | Location Code: 2262

CA School Dashboard: Academic Performance - Math

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

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
	Dashboard 2022						Dashboard 2023								Dashboard 2024							
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	96%	313	-28.4	Low	-51.7	Higher	98%	312	-9.2	19.2	Increased Significantly	Green	-49.1	Higher	99%	302	-28.2	-19.1	Declined Significantly	Orange	-47.6	Higher
African American/Black	91%	50	-63.5	Low	-106.9	Higher	98%	44	-47.8	19.8	Increased Significantly	Yellow	-104.5	Higher	98%	49	-43.1	4.7	Increased	Yellow	-102.2	Higher
Asian	94%	17	13.4	High	48.4	--	100%	14	38.0	30.6	Increased Significantly	--	50.8	--	100%	8	*	*	*	*	49.5	*
English Learner	95%	51	-67.3	Low	-92.0	Higher	98%	57	-47.0	20.3	Increased Significantly	Yellow	-93.4	Higher	100%	54	-61.4	-14.4	Declined	Orange	-93.4	Higher
Latino	98%	129	-55.7	Low	-83.4	Higher	98%	143	-29.5	26.2	Increased Significantly	Yellow	-80.8	Higher	100%	148	-51.2	-21.8	Declined Significantly	Orange	-79.2	Higher
Socioeconomically Disadvantaged	96%	172	-55.0	Low	-84.0	Higher	99%	167	-32.4	22.7	Increased Significantly	Yellow	-80.8	Higher	100%	198	-54.3	-21.9	Declined Significantly	Orange	-78.2	Higher
Students with Disabilities	93%	51	-99.2	Very Low	-130.8	Higher	97%	55	-38.2	63.0	Increased Significantly	Yellow	-127.3	Higher	96%	45	-65.8	-27.6	Declined Significantly	Orange	-124.3	Higher
Two or More	100%	12	9.7	High	-9.9	--	100%	17	20.6	10.9	Increased	--	-7.4	--	100%	24	-25.1	-45.7	Declined Significantly	--	-5.3	--
White	94%	97	8.3	High	-13.4	Higher	97%	90	30.9	23.6	Increased Significantly	Blue	-11.1	Higher	99%	69	26.4	-4.5	Declined	Green	-10.3	Higher

Data Sources: California School Dashboard Research data files.

Citizens of the World Charter School Mar Vista

Board District: 4 | Region: West | Location Code: 2262

CA School Dashboard: English Learner Progress Indicator (ELPI)

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

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

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	ELPI	Status Level	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State
English Learner	36	58.3%	Low	50.3%	Higher	46	60.9%	4.1	Increased	Green	48.7%	Higher	36	61.1%	0.2	Maintained	Green	45.7%	Higher

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2022	EL	58.3%	0.0%	11.1%	30.6%	47.5%	2.8%	31.4%	18.3%
2023	EL	58.7%	2.2%	28.3%	10.9%	45.7%	2.3%	32.2%	18.3%
2024	EL	61.1%	0.0%	27.8%	11.1%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	--	--	--	--	41.6%	3.4%	28.5%	24.7%

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

Summative ELPAC Participation Rate Report									
		School				State of California			
End Year	Student Group	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%
2022	EL	51	54	94.4%	N	1,052,513	1,088,734	96.7%	Y
2023	EL	66	67	98.5%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	6	6	100.0%	Y	193,182	202,530	95.4%	Y
2024	EL	57	58	98.3%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	4	5	80.0%	N	182,603	190,459	95.9%	Y

Citizens of the World Charter School Mar Vista

Board District: 4 | Region: West | Location Code: 2262

CA School Dashboard: Chronic Absenteeism

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

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

Chronic Absenteeism - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	Chronic Absenteeism	Status Level	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	561	36.9%	Very High	30.0%	Higher	562	30.4%	-6.5	Declined Significantly	Yellow	24.3%	Higher	516	26.7%	-3.7	Declined Significantly	Yellow	18.6%	Higher
African American/Black	74	60.8%	Very High	42.9%	Higher	71	40.8%	-20.0	Declined	Orange	36.4%	Higher	74	28.4%	-12.5	Declined	Orange	31.3%	Lower
Asian	24	25.0%	Very High	11.5%	--	23	30.4%	5.4	Increased	--	10.1%	--	20	15.0%	-15.4	Declined	--	7.5%	--
English Learner	66	45.5%	Very High	33.6%	Higher	70	34.3%	-11.2	Declined	Orange	26.3%	Higher	60	36.7%	2.4	Increased	Red	20.1%	Higher
Latino	237	41.4%	Very High	35.8%	Higher	255	35.3%	-6.1	Declined Significantly	Yellow	28.4%	Higher	257	31.9%	-3.4	Declined Significantly	Yellow	21.7%	Higher
Socioeconomically Disadvantaged	296	43.2%	Very High	37.4%	Higher	285	37.9%	-5.3	Declined Significantly	Yellow	29.9%	Higher	312	29.8%	-8.1	Declined Significantly	Yellow	23.4%	Higher
Students with Disabilities	75	45.3%	Very High	39.6%	Higher	85	36.5%	-8.9	Declined	Orange	33.1%	Higher	80	27.5%	-9.0	Declined	Orange	26.3%	Higher
Two or More	48	27.1%	Very High	25.1%	Higher	43	16.3%	-10.8	Declined	Yellow	21.6%	Lower	43	14.0%	-2.3	Declined	Yellow	16.2%	Lower
White	170	25.3%	Very High	21.9%	Higher	164	22.0%	-3.3	Declined Significantly	Yellow	18.5%	Higher	118	22.0%	0.1	Maintained	Red	13.5%	Higher

Data Sources: California School Dashboard Research data files.

Citizens of the World Charter School Mar Vista

Board District: 4 | Region: West | Location Code: 2262

CA School Dashboard: Suspension Rate Indicator

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

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

Suspension Rate Indicator - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	Suspension Rate	Status Level	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State
All Students	572	2.1%	Medium	3.1%	Lower	571	2.6%	0.5	Increased	Orange	3.5%	Lower	541	1.5%	-1.1	Declined Significantly	Green	3.2%	Lower
African American/Black	77	3.9%	High	7.9%	Lower	74	5.4%	1.5	Increased	Orange	8.8%	Lower	78	3.8%	-1.6	Declined	Yellow	8.4%	Lower
Asian	24	4.2%	High	0.9%	--	24	4.2%	0.0	Maintained	--	1.1%	--	22	0.0%	-4.2	Declined	--	1.0%	--
English Learner	67	4.5%	High	3.2%	Higher	72	6.9%	2.5	Increased	Red	3.7%	Higher	61	1.6%	-5.3	Declined	Green	3.4%	Lower
Latino	240	2.1%	Medium	3.3%	Lower	257	2.3%	0.3	Increased	Orange	3.8%	Lower	267	0.7%	-1.6	Declined Significantly	Blue	3.4%	Lower
Socioeconomically Disadvantaged	300	2.7%	Medium	4.0%	Lower	289	2.4%	-0.2	Maintained	Yellow	4.5%	Lower	322	2.2%	-0.2	Maintained	Yellow	4.0%	Lower
Students with Disabilities	76	2.6%	Medium	5.4%	Lower	86	9.3%	6.7	Increased	Red	5.9%	Higher	81	4.9%	-4.4	Declined	Yellow	5.4%	Lower
Two or More	49	0.0%	Very Low	2.9%	Lower	44	2.3%	2.3	Increased	Orange	3.3%	Lower	47	2.1%	-0.1	Maintained	Yellow	3.0%	Lower
White	174	1.7%	Medium	2.6%	Lower	166	1.8%	0.1	Maintained	Yellow	2.9%	Lower	123	1.6%	-0.2	Maintained	Yellow	2.6%	Lower

Data Sources: California School Dashboard Research data files.

Citizens of the World Charter School Mar Vista

Board District: 4 | Region: West | Location Code: 2262

Enrollment Report

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

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

Enrollment by Ethnicity and Student Group						
	2023-2024			2024-2025		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	498	529,902	5,837,690	497	516,685	5,806,221
F/R Meal	59.2%	80.6%	61.6%	67.4%	81.9%	62.7%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A
English Learner	11.2%	20.1%	18.4%	8.7%	18.6%	17.4%
Foster Youth	0.8%	0.6%	0.5%	0.4%	0.5%	0.5%
Homeless Youth	1.6%	2.1%	3.6%	1.0%	2.7%	4.0%
Socioeconomically Disadvantaged	59.4%	81.3%	62.7%	67.6%	82.4%	63.6%
Students w/ Disabilities	14.9%	14.8%	13.7%	14.5%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	14.7%	7.3%	4.9%	16.1%	7.1%	4.9%
American Indian or Alaska Native	0.2%	0.1%	0.4%	0.2%	0.1%	0.4%
Asian	4.0%	3.4%	9.9%	3.2%	3.3%	10.1%
Filipino	0.6%	1.7%	2.2%	0.6%	1.6%	2.2%
Latino	49.0%	73.8%	56.1%	52.3%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.2%	0.2%	0.4%
White	23.3%	9.8%	20.3%	17.5%	9.7%	20.0%
Two or More Races	8.0%	2.0%	4.6%	9.9%	2.1%	4.8%
Not Reported	0.2%	1.8%	1.1%	0.0%	2.2%	1.2%

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

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

Citizens of the World Charter School Mar Vista

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

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

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	6	5.5%	17,921	7.3%	226,508	11.1%	5	5.1%	15,302	6.5%	211,186	10.6%	5	5.7%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	10	9.2%	17,295	7.1%	144,189	7.1%	5	5.1%	15,717	6.7%	136,188	6.8%	2	2.3%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	38	34.9%	60,457	24.7%	505,486	24.8%	38	38.8%	60,574	25.7%	519,651	26.0%	25	28.4%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	12	11.0%	18,850	7.7%	236,319	11.6%	8	8.2%	14,725	6.2%	207,768	10.4%	11	12.5%	13,775	6.2%	178,306	9.3%
EL Total	66	60.6%	114,523	46.8%	1,112,502	54.5%	56	57.1%	106,318	45.0%	1,074,793	53.8%	43	48.9%	95,959	43.3%	1,009,030	52.6%
RFEP	43	39.4%	130,377	53.2%	927,694	45.5%	42	42.9%	129,789	55.0%	924,422	46.2%	45	51.1%	125,465	56.7%	909,298	47.4%
Total Ever EL	109	100.0%	244,900	100.0%	2,040,196	100.0%	98	100.0%	236,107	100.0%	1,999,215	100.0%	88	100.0%	221,424	100.0%	1,918,328	100.0%

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

Citizens of the World Charter School Mar Vista

Board District: 4 | Region: West | Location Code: 2262

Students with Disabilities Report

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

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	498			529,902			497			516,685		
Students with Disabilities	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	73	100%	14.7%	78,319	100%	14.8%	67	100%	13.5%	80,505	100%	15.6%
High Incidence	54	74%	10.8%	52,153	66.6%	9.8%	51	76.1%	10.3%	52,412	65.1%	10.1%
Low Incidence	19	26%	3.8%	26,162	33.4%	4.9%	16	23.9%	3.2%	28,084	34.9%	5.4%
Autism	15	20.5%	3%	18,713	23.9%	3.5%	14	20.9%	2.8%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Emotional Disturbance	2	2.7%	0.4%	1,148	1.5%	0.2%	1	1.5%	0.2%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	0	0%	0%	971	1.2%	0.2%	0	0%	0%	931	1.2%	0.2%
Intellectual Disability	1	1.4%	0.2%	3,393	4.3%	0.6%	0	0%	0%	3,381	4.2%	0.7%
Multiple Disabilities	1	1.4%	0.2%	965	1.2%	0.2%	1	1.5%	0.2%	1,035	1.3%	0.2%
Other Health Impairment	9	12.3%	1.8%	10,930	14%	2.1%	17	25.4%	3.4%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0%	0%	533	0.7%	0.1%	0	0%	0%	434	0.5%	0.1%
Specific Learning Disability	25	34.2%	5%	29,615	37.8%	5.6%	20	29.9%	4%	29,368	36.5%	5.7%
Speech or Language Impairment	20	27.4%	4%	11,608	14.8%	2.2%	14	20.9%	2.8%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	0	0%	0%	185	0.2%	0%	0	0%	0%	175	0.2%	0%

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

ATTACHMENT C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
CITIZENS OF THE WORLD CHARTER SCHOOL MAR VISTA
BOARD OF EDUCATION REPORT 125-25/26
November 17, 2025

I. Category of Proposed Action:
The proposed action would renew the charter for six (6) years, beginning July 1, 2026 until June 30, 2032 to serve up to 1070 students in grades TK-8 in each year of the charter term.

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

III. Proposed Change:
The approval of this charter petition would renew the charter of Citizens of the World Charter School Mar Vista for six (6) years beginning July 1, 2026 until June 30, 2032.

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

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

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

Elias Juarez
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

TAB 3

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

Board of Education Report

File #: Rep-133-25/26, **Version:** 1 **Agenda Date:** 11/17/2025
In Control: Charter Schools Division

Approval of the Renewal Petition for ICEF Vista Middle Academy [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for ICEF Vista Middle Academy) Recommends approval of the renewal petition for ICEF Vista Middle Academy, a Start-Up Independent charter school, located in Board District 4 and Region West, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 375 students in grades 6-8 in each year of the charter term.

Action Proposed:
Approve the renewal petition for ICEF Vista Middle Academy ("Charter School"), a Start-Up Independent charter school, located in Board District 4 and Region West, for five (5) years, beginning July 1, 2025 until June 30, 2031, to serve up to 375 students in grades 6-8 in each year of the charter term. The school is requesting to reduce enrollment capacity from 500 to 375 students to align with its enrollment projections based on its enrollment trends in the current term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
ICEF Vista Middle Academy is a 6-8 school currently serving 192 students on a private facility at 5456 McConnell Avenue, Los Angeles, CA, 90066 in Board District 4 and Region West. ICEF Vista Middle Academy was originally approved by the LAUSD Board of Education on June 26, 2007. On September 12, 2017, the charter school was renewed for a five-year term to serve 500 students in grades 6-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for ICEF Vista Middle Academy expires June 30, 2026.

On August 21, 2025, ICEF Vista Middle Academy submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through November 19, 2025.

An initial Public Hearing was held on October 14, 2025.

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

Due Diligence:
Current ICEF Vista Middle Academy governing board members completed questionnaires so the District may

assess whether any conflicts of interest arise based on the information provided. A confidential due diligence review of the charter school and its governing organization, school leader and financial manager, was performed by the Office of the Inspector General, and to the extent any material concerns were identified by the Office of the Inspector General, such information was forwarded to District staff for further assessment.

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

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

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

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

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

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

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal charter petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2026.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal charter petition, Charter School would not be authorized to continue operations as a charter school. The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 133, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of Charter School renewal petition.

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

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

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

special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

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

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

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

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

Attachments:
Attachment A - Staff Assessment and Recommendation Report
Attachment B - ICEF Vista Middle Academy Data Set
Attachment C - Desegregation Impact Statement

Budget, Petition and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1-UxcVGPLMZGe5oX0snjh9NUYba2oTEvC?usp=sharing>

Submitted:
10/23/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

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

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 133-25/26
November 17, 2025

School Name:	**ICEF Vista Middle Academy**		BOARD IS REQUIRED TO TAKE ACTION BY: **November 19, 2025**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Inner City Education Foundation**		
Location Code:	**8004**		
Type of Site(s):	**Private**		
Site Address(es):	**5456 McConnell Avenue, Los Angeles, CA 90066**		
Board District(s):	**4**	Region(s):	**West**
Grade Levels Served:	**6-8**	Current Enrollment:	**192**
Grade Levels Authorized in Current Charter:	**6-8**	Approved Enrollment in Current Charter:	**500 (see proposed change in "Action Proposed" below)**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	**High Performing**		
STAFF RECOMMENDATION:	**Approval for a five (5)-year term (2026-2031)**		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for ICEF Vista Middle Academy ("Charter School"), located in Board District 4 and Region West, for a term of five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 375 students in grades 6-8 in each year of the charter term. The school is requesting to reduce enrollment capacity from 500 to 375 students to align with its enrollment projections based on its enrollment trends in the current term.

Pursuant to applicable law, charter schools classified as High performing may be renewed for a term of five (5), six (6), or seven (7) years. To help determine the recommended term length in these cases, staff considers various factors related to the charter school's operations and performance during the term of the charter, as noted in the *LAUSD Policy and Procedures for Charter Schools*. Specific factors related to the charter school's performance and operations during the term of the charter include, but are not limited to, the following:

- Ratings on the Annual Performance-Based Oversight Visit Report in the areas of Governance; Student Achievement and Educational Performance; Organizational Management, Programs and Operations; and Fiscal Operations for the previous two years, and no significant unresolved issues, including, but not limited to, Notices to Cure;
- Additional academic considerations (i.e., numerically significant subgroup performance);
- Equity and access for families and pupils;
- School culture and climate; and
- Consideration of qualifying as High Performing under Criterion 1 or Criterion 2

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

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

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

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

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

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

III. GENERAL SCHOOL INFORMATION

A. School History

	ICEF Vista Middle Academy
Initial Authorization:	On June 26, 2007, ICEF Vista Middle Academy (formerly named Urban Academy Charter Middle School) was authorized by the LAUSD Board of Education to serve 300 students in grades 6-8.
Most Recent Renewal	The charter was renewed on September 12, 2017, for a five-year term (July 1, 2018 - June 30, 2023) to serve up to 500 students in grades 6-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for ICEF Vista Middle Academy expires June 30, 2026.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	On September 12, 2017, as part of the school's most recent renewal, the LAUSD Board of Education issued the following academic benchmarks to ICEF Vista Middle Academy: 1. Demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for "All Students" and for all numerically significant subgroups in Math as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the "Green" performance level or higher.

	ICEF Vista Middle Academy
Board Benchmarks in Current Charter Term (cont.):	2. Increase the percentage of English Learners demonstrating English Language Proficiency as measured by reclassification rates at a rate equal or higher than the District Average 3. Demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard with the goal to achieve and maintain the "Green" performance level or higher on the English Learner Progress Indicator (ELPI) as applicable. If any of these benchmarks are unmet by the timelines indicated, the District will review the charter school's responses, and follow up accordingly, including possible revocation during its charter term or recommendation of non-renewal for the end of the term of its charter. Please see the "Additional Information" section below.
Submission of Renewal Petition Application:	ICEF Vista Middle Academy submitted its renewal petition application on August 21, 2025. The 90-day statutory timeline for Board action on the petition runs through November 19, 2025.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	ICEF Vista Middle Academy implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	ICEF Vista Middle Academy participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

ICEF Vista Middle Academy is operated by Inner City Education Foundation, a California nonprofit public benefit corporation that also operates five other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

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

Overall, Charter School's Dashboard performance was higher than the state in ELA, Math, and on the English Language Progress Indicator (ELPI).

Please see the ICEF Vista Middle Academy data sets.

b. Measurements of Academic Performance on the California School Dashboard

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

ICEF Vista Middle Academy Dashboard Indicators

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

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

c. English Language Arts Indicator

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

ICEF Vista Middle Academy - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Medium**	**6.0**	**Low**	**-12.2**	**Higher**
Latino	Met	Medium	9.2	Low	-38.6	Higher
English Learner	Met	Low	-30.0	Low	-61.2	Higher
Socioeconomically Disadvantaged	Met	Medium	8.3	Low	-41.4	Higher

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

ICEF Vista Middle Academy - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**8.6**	**2.6**	**Orange**	**-13.6**	**Higher**
Latino	Met	Green	10.4	1.2	Orange	-40.2	Higher
English Learner	Met	Yellow	-23.9	6.1	Orange	-67.7	Higher
Socioeconomically Disadvantaged	Met	Green	10.1	1.8	Orange	-42.6	Higher

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

ICEF Vista Middle Academy - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Green**	**17.9**	**9.3**	**Orange**	**-13.2**	**Higher**
Latino	Met	Green	20.0	9.5	Orange	-39.3	Higher
English Learner	Met	Yellow	-6.3	17.6	Orange	-67.6	Higher
Socioeconomically Disadvantaged	Met	Green	18.6	8.5	Orange	-40.9	Higher

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

d. Math Indicator

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

ICEF Vista Middle Academy - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Low**	**-34.4**	**Low**	**-51.7**	**Higher**
Latino	Met	Low	-34.1	Low	-83.4	Higher
English Learner	Met	Low	-67.0	Low	-92.0	Higher
Socioeconomically Disadvantaged	Met	Low	-33.3	Low	-84.0	Higher

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

ICEF Vista Middle Academy - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Green**	**-23.5**	**10.9**	**Orange**	**-49.1**	**Higher**
Latino	Met	Green	-22.8	11.3	Orange	-80.8	Higher
English Learner	Met	Yellow	-58.7	8.3	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Green	-24.1	9.2	Yellow	-80.8	Higher

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

ICEF Vista Middle Academy - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Green**	**-6.7**	**16.9**	**Orange**	**-47.6**	**Higher**
Latino	Met	Green	-3.7	19.1	Orange	-79.2	Higher
English Learner	Met	Yellow	-33.4	25.3	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Green	-5.9	18.2	Orange	-78.2	Higher

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

e. English Learner Progress Indicator

In 2022, 2023, and 2024, on the English Learner Progress Indicator (ELPI), the charter school's English Learner Progress Rate was higher than the state. In 2024 on the ELPI, the charter school's English Learner Progress Rate for the English Learner and Long-term English Learner students groups were higher than the state's rates.

ICEF Vista Middle Academy - English Learner Progress Indicator - 2021-2022

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

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

ICEF Vista Middle Academy - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Blue	87.5%	33.0%	Yellow	48.7%	Higher

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

ICEF Vista Middle Academy - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Green	80.0%	-7.5%	Orange	45.7%	Higher
Long-term English Learner	Met	No Performance Color	69.6%	-20.9%	Orange	45.8%	Higher

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

f. College/Career Indicator
Not applicable

g. Chronic Absenteeism Indicator
In 2022, 2023, and 2024 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was lower than the state for All Students and for all numerically significant student groups.

h. Graduation Indicator [HS only]
Not applicable

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

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

k. Additional Information
As noted above, ICEF Vista Middle Academy has three (3) benchmarks related to academics in its current term. The following summarizes the outcomes of each benchmark for each of the seven years (2018-2025) of the current charter term.

Note: Annual benchmark status updates are based on prior year(s) performance outcomes. For example, benchmarks that require performance level growth (as reported for the years in the tables below) are based on available data from the preceding two school years (e.g., 2019-2020 benchmark status is based on 2018 CA Dashboard data and the 2019 CA Dashboard data). As

CA Dashboard data is unavailable for the 2019–2020 and 2020–2021 school years due to statewide assessment disruptions caused by the COVID-19 pandemic, "No Update" is indicated for applicable benchmarks for 2020-2021 and 2021-2022 in the tables below.

***Benchmark 1**: ICEF Vista Middle Academy - Demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for "All Students" and for all numerically significant subgroups in Math as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the "Green" performance level or higher.*

Benchmark 1: Math, All Students and Numerically Significant Student Groups						
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Met	Not Met	No Update	No Update	Met	Met	Not Met

Benchmark 1 was met in 2018-2019, 2022-2023, and 2023-2024. In 2019-2020 and 2024-2025, All Students and all numerically significant student groups did not demonstrate one performance level growth in Math. There was no update for two years (2020-2021 and 2021-2022), due to lack of available data.

***Benchmark 2**: ICEF Vista Middle Academy Increase the percentage of English Learners demonstrating English Language Proficiency as measured by reclassification rates at a rate equal or higher than the District Average.*

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

Benchmark 2 was met in two years (2020-2021, and 2021-2022), not met in two years (2018-2019 and 2019-2020), and had no update for three years (2022-2023, 2023-2024, and 2024-2025) given official reclassification rates were not available.

***Benchmark 3**: ICEF Vista Middle Academy will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard at a rate equal or greater than the Resident and Similar Schools, with the goal to achieve and maintain the "Green" performance level or higher on the English Learner Progress Indicator (ELPI) as applicable.*

Benchmark 3: *English Learner Progress Indicator (ELPI)*						
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
No Update	Met	No Update	No Update	Met	Met	Met

Benchmark 3 was met in four years. There was no update in three years due to lack of available data.

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 ICEF Vista Middle Academy outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

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

b. Student Achievement and Educational Performance

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

c. Organizational Management, Programs, and Operations

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

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Developing*
Concerns	The rating of *Developing* in 2024-2025 was primarily due to the audit finding disclosed in ICEF Public Schools' 2023-2024 Independent Audit Report, identified as a material weakness related to internal controls over financial reporting. See further details in the Fiscal Management and Performance section below.

VI. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

ICEF Vista Middle Academy's fiscal condition is positive and has been upward trending since the 2020-2021 fiscal year.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Unaudited Actuals)
Net Assets	$2,402,397	$3,072,431	$3,258,661	$3,676,769	$3,857,600
Net Income/Loss	$545,592	$670,034	$186,230	$418,108	$180,831
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment [A]	216	204	212	206	193

[A] ICEF Vista Middle Academy reported 192 Norm Enrollment for Fiscal Year 2025-2026. ICEF Vista Middle Academy proposes to decrease its enrollment capacity to 375 for its renewal charter term. See Section **I. ACTION PROPOSED** above. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

b. 2023-2024 Independent Audit Report
Audit Opinion: Unmodified/Unqualified
Material Weaknesses: Yes. See the description below.
Deficiencies/Findings: Yes. See the description below.
Lack of a Going Concern: None Reported

ICEF Public Schools' independent audit report for the fiscal year ended June 30, 2024, identified a material weakness in internal controls over financial reporting, specifically relating to the closing process. Additionally, the audit disclosed one state compliance-related audit finding without questioned costs, which was identified as a significant deficiency in the After/Before School Education and Safety (ASES) Program for ICEF Vista Elementary Academy only (not applicable to ICEF Vista Middle Academy). The charter operator has initiated corrective actions with specific steps to address the audit findings above. The CSD will continue to monitor these issues through its oversight process, including a review of ICEF Public Schools' 2024-2025 independent audit report to evaluate the implementation of corrective actions.

c. Other Significant Fiscal Information
The financial condition of the charter operator is summarized in the table below.

Inner City Education Foundation (ICEF) Public Schools					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
7[1]	6[1]	$29,589,325	$2,739,375	$412,152	($137,555)[2]

[1] Aside from ICEF Vista Middle Academy, ICEF Public Schools operates five (5) other LAUSD-authorized schools: ICEF Innovation Los Angeles Charter, ICEF View Park Preparatory Elementary, ICEF View Park Preparatory High, ICEF View Park Preparatory Middle, and ICEF Vista Elementary Academy. ICEF Public Schools operates one additional Southern California school: ICEF Inglewood Elementary Charter Academy (authorized by Inglewood Unified School District).

[2] As documented in ICEF charter schools' Fiscal Years 2022-2023 and 2023-2024 Annual Performance-Based Oversight Reports, respectively, the ICEF Home Office's reported net losses in prior years were primarily due to the delayed expense allocations between the Home Office and its charter schools. ICEF Public Schools informed the CSD that it has since implemented new systems to ensure expenses are properly allocated before payments are made. Despite the net loss, the ICEF Home Office maintained a positive net ending fund balance of $412,152 as of June 30, 2024. The CSD was further informed that, as a general practice, ICEF aims to operate the Home Office at a breakeven level in order to maximize funds available for supporting school programs.

ICEF Vista Middle Academy

Board District: 4 | Region: West | Location Code: 8004

CA School Dashboard: Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023								Dashboard 2024						
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	100%	198	6.0	Medium	-12.2	Higher	100%	201	8.6	2.6	Maintained	Yellow	-13.6	Higher	100%	198	17.9	9.3	Increased	Green	-13.2	Higher
English Learner	100%	83	-30.0	Low	-61.2	Higher	100%	79	-23.9	6.1	Increased	Yellow	-67.7	Higher	100%	68	-6.3	17.6	Increased Significantly	Yellow	-67.6	Higher
Latino	100%	187	9.2	Medium	-38.6	Higher	100%	190	10.4	1.2	Maintained	Green	-40.2	Higher	100%	188	20.0	9.5	Increased	Green	-39.3	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	100%	21	-30.5	8.3	Increased	--	-109.6	--
Socioeconomically Disadvantaged	100%	192	8.3	Medium	-41.4	Higher	100%	195	10.1	1.8	Maintained	Green	-42.6	Higher	100%	192	18.6	8.5	Increased	Green	-40.9	Higher
Students with Disabilities	100%	23	-76.7	Very Low	-97.3	--	100%	26	-74.1	2.6	Maintained	--	-96.3	--	100%	29	-55.2	18.9	Increased Significantly	--	-95.6	--

Data Sources: California School Dashboard Research data files.

ICEF Vista Middle Academy

Board District: 4 | Region: West | Location Code: 8004

CA School Dashboard: Academic Performance - Math

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

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023								Dashboard 2024							
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	100%	198	-34.4	Low	-51.7	Higher	100%	201	-23.5	10.9	Increased	Green	-49.1	Higher	100%	198	-6.7	16.9	Increased Significantly	Green	-47.6	Higher
English Learner	100%	83	-67.0	Low	-92.0	Higher	100%	79	-58.7	8.3	Increased	Yellow	-93.4	Higher	100%	68	-33.4	25.3	Increased Significantly	Yellow	-93.4	Higher
Latino	100%	187	-34.1	Low	-83.4	Higher	100%	190	-22.8	11.3	Increased	Green	-80.8	Higher	100%	188	-3.7	19.1	Increased Significantly	Green	-79.2	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	100%	21	-65.3	16.4	Increased Significantly	--	-163.5	--
Socioeconomically Disadvantaged	100%	192	-33.3	Low	-84.0	Higher	100%	195	-24.1	9.2	Increased	Green	-80.8	Higher	100%	192	-5.9	18.2	Increased Significantly	Green	-78.2	Higher
Students with Disabilities	100%	23	-112.7	Very Low	-130.8	--	100%	26	-106.5	6.3	Increased	--	-127.3	--	100%	29	-77.8	28.6	Increased Significantly	--	-124.3	--

Data Sources: California School Dashboard Research data files.

ICEF Vista Middle Academy

Board District: 4 | Region: West | Location Code: 8004

CA School Dashboard: English Learner Progress Indicator (ELPI)

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

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

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator

	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	Students	ELPI	Status Level	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State
English Learner	55	54.5%	Medium	50.3%	Higher	56	87.5%	33.0	Increased Significantly	Blue	48.7%	Higher	35	80.0%	-7.5	Declined	Green	45.7%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	23	69.6%	-20.9	Declined Significantly	--	45.8%	Higher

Student English Language Acquisition Results Summative ELPAC

		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2022	EL	52.7%	1.8%	25.5%	20.0%	47.5%	2.8%	31.4%	18.3%
2023	EL	82.1%	5.4%	7.1%	5.4%	45.7%	2.3%	32.2%	18.3%
2024	EL	74.3%	5.7%	11.4%	8.6%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	60.9%	8.7%	17.4%	13.0%	41.6%	3.4%	28.5%	24.7%

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

Summative ELPAC Participation Rate Report

		School				State of California			
End Year	Student Group	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%
2022	EL	55	55	100%	Y	1,052,513	1,088,734	96.7%	Y
2023	EL	57	57	100%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	14	14	100%	Y	193,182	202,530	95.4%	Y
2024	EL	35	35	100%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	8	8	100%	Y	182,603	190,459	95.9%	Y

ICEF Vista Middle Academy

Board District: 4 | Region: West | Location Code: 8004

CA School Dashboard: Chronic Absenteeism

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

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

Chronic Absenteeism - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	Chronic Absenteeism	Status Level	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	208	13.5%	High	30.0%	Lower	211	8.5%	-4.9	Declined Significantly	Green	24.3%	Lower	205	11.7%	3.2	Increased Significantly	Red	18.6%	Lower
English Learner	60	16.7%	High	33.6%	Lower	60	8.3%	-8.3	Declined	Green	26.3%	Lower	36	5.6%	-2.8	Declined	Green	20.1%	Lower
Latino	192	12.5%	High	35.8%	Lower	198	7.6%	-4.9	Declined Significantly	Green	28.4%	Lower	194	11.9%	4.3	Increased Significantly	Red	21.7%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	23	8.7%	-2.9	Declined	--	23.9%	--
Socioeconomically Disadvantaged	201	13.4%	High	37.4%	Lower	204	7.8%	-5.6	Declined Significantly	Green	29.9%	Lower	199	12.1%	4.2	Increased Significantly	Red	23.4%	Lower
Students with Disabilities	25	32.0%	Very High	39.6%	--	27	14.8%	-17.2	Declined	--	33.1%	--	30	6.7%	-8.1	Declined	--	26.3%	--

Data Sources: California School Dashboard Research data files.

ICEF Vista Middle Academy

Board District: 4 | Region: West | Location Code: 8004

CA School Dashboard: Suspension Rate Indicator

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

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

Suspension Rate Indicator - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	Suspension Rate	Status Level	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State
All Students	209	0.0%	Very Low	3.1%	Lower	214	0.5%	0.5	Increased	Green	3.5%	Lower	209	0.0%	-0.5	Declined	Blue	3.2%	Lower
English Learner	60	0.0%	Very Low	3.2%	Lower	61	0.0%	0.0	Maintained	Blue	3.7%	Lower	36	0.0%	0.0	Maintained	Blue	3.4%	Lower
Latino	193	0.0%	Very Low	3.3%	Lower	200	0.5%	0.5	Increased	Green	3.8%	Lower	197	0.0%	-0.5	Declined	Blue	3.4%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	23	0.0%	0.0	Maintained	--	8.1%	--
Socioeconomically Disadvantaged	202	0.0%	Very Low	4.0%	Lower	206	0.5%	0.5	Increased	Green	4.5%	Lower	203	0.0%	-0.5	Declined	Blue	4.0%	Lower
Students with Disabilities	25	0.0%	Very Low	5.4%	--	27	0.0%	0.0	Maintained	--	5.9%	--	30	0.0%	0.0	Maintained	--	5.4%	--

Data Sources: California School Dashboard Research data files.

ICEF Vista Middle Academy

Board District: 4 | Region: West | Location Code: 8004

Enrollment Report

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

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

Enrollment by Ethnicity and Student Group						
	2023-2024			2024-2025		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	204	529,902	5,837,690	194	516,685	5,806,221
F/R Meal	96.6%	80.6%	61.6%	96.4%	81.9%	62.7%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A
English Learner	17.6%	20.1%	18.4%	17.0%	18.6%	17.4%
Foster Youth	1.0%	0.6%	0.5%	0.0%	0.5%	0.5%
Homeless Youth	2.9%	2.1%	3.6%	4.1%	2.7%	4.0%
Socioeconomically Disadvantaged	97.1%	81.3%	62.7%	97.4%	82.4%	63.6%
Students w/ Disabilities	14.7%	14.8%	13.7%	14.4%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	2.9%	7.3%	4.9%	4.6%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.5%	3.4%	9.9%	0.0%	3.3%	10.1%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%
Latino	94.6%	73.8%	56.1%	94.3%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.5%	0.2%	0.4%	0.5%	0.2%	0.4%
White	1.5%	9.8%	20.3%	0.0%	9.7%	20.0%
Two or More Races	0.0%	2.0%	4.6%	0.5%	2.1%	4.8%
Not Reported	0.0%	1.8%	1.1%	0.0%	2.2%	1.2%

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

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

ICEF Vista Middle Academy

Board District: 4 | Region: West | Location Code: 8004

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

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

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	15	10.3%	17,921	7.3%	226,508	11.1%	8	6.0%	15,302	6.5%	211,186	10.6%	12	9.9%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	1	0.7%	17,295	7.1%	144,189	7.1%	2	1.5%	15,717	6.7%	136,188	6.8%	1	0.8%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	3	2.1%	60,457	24.7%	505,486	24.8%	0	0.0%	60,574	25.7%	519,651	26.0%	1	0.8%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	41	28.1%	18,850	7.7%	236,319	11.6%	26	19.4%	14,725	6.2%	207,768	10.4%	19	15.7%	13,775	6.2%	178,306	9.3%
EL Total	60	41.1%	114,523	46.8%	1,112,502	54.5%	36	26.9%	106,318	45.0%	1,074,793	53.8%	33	27.3%	95,959	43.3%	1,009,030	52.6%
RFEP	86	58.9%	130,377	53.2%	927,694	45.5%	98	73.1%	129,789	55.0%	924,422	46.2%	88	72.7%	125,465	56.7%	909,298	47.4%
Total Ever EL	146	100.0%	244,900	100.0%	2,040,196	100.0%	134	100.0%	236,107	100.0%	1,999,215	100.0%	121	100.0%	221,424	100.0%	1,918,328	100.0%

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

ICEF Vista Middle Academy

Board District: 4 | Region: West | Location Code: 8004

Students with Disabilities Report

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

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	204			529,902			194			516,685		
Students with Disabilities	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	30	100%	14.7%	78,319	100%	14.8%	28	100%	14.4%	80,505	100%	15.6%
High Incidence	26	86.7%	12.7%	52,153	66.6%	9.8%	25	89.3%	12.9%	52,412	65.1%	10.1%
Low Incidence	4	13.3%	2%	26,162	33.4%	4.9%	3	10.7%	1.5%	28,084	34.9%	5.4%
Autism	2	6.7%	1%	18,713	23.9%	3.5%	2	7.1%	1%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Emotional Disturbance	0	0%	0%	1,148	1.5%	0.2%	0	0%	0%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	0	0%	0%	971	1.2%	0.2%	0	0%	0%	931	1.2%	0.2%
Intellectual Disability	2	6.7%	1%	3,393	4.3%	0.6%	1	3.6%	0.5%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	6	20%	2.9%	10,930	14%	2.1%	7	25%	3.6%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0%	0%	533	0.7%	0.1%	0	0%	0%	434	0.5%	0.1%
Specific Learning Disability	14	46.7%	6.9%	29,615	37.8%	5.6%	15	53.6%	7.7%	29,368	36.5%	5.7%
Speech or Language Impairment	6	20%	2.9%	11,608	14.8%	2.2%	3	10.7%	1.5%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	0	0%	0%	185	0.2%	0%	0	0%	0%	175	0.2%	0%

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

ATTACHMENT C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
ICEF Vista Middle Academy
BOARD OF EDUCATION REPORT 133 – 25/26
November 17, 2025

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2026 until June 30, 2031 to serve up to 375 students in grades 6-8 in each year of the charter term.

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

III. Proposed Change:
The approval of this charter petition would renew the charter of ICEF Vista Middle Academy for five (5) years beginning July 1, 2026 until June 30, 2031.

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

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

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

FABIOLA GARCIA DE ALBA
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

TAB 4

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

Board of Education Report

File #: Rep-132-25/26, **Version:** 1 **Agenda Date:** 11/17/2025
In Control: Charter Schools Division

Approval of the Renewal Petition for ICEF Vista Elementary Academy [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for ICEF Vista Elementary Academy) Recommends approval of the renewal petition for ICEF Vista Elementary Academy, a Start-Up Independent charter school, located in Board District 4 and Region West, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 370 students in grades TK-5 in each year of the charter term.

Action Proposed:
Approve the renewal petition for ICEF Vista Elementary Academy ("Charter School"), a Start-Up Independent charter school, located in Board District 4 and Region West, for five (5) years, beginning July 1, 2026 until June 30, 2031, to serve up to 370 students in grades TK-5 in each year of the charter term. The charter school is requesting to reduce enrollment capacity from 450 to 370 students to align with its enrollment projections based on its enrollment trends in the current term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
ICEF Vista Elementary Academy is a TK-5 school currently serving 266 students on a private facility at 4471 Inglewood Boulevard, Los Angeles, CA, 90066 in Board District 4 and Region West. ICEF Vista Elementary Academy was originally approved by the LAUSD Board of Education on July 8, 2008. On September 12, 2017, the charter school was renewed for a five-year term to serve 450 students in grades TK-5. 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 ICEF Vista Elementary Academy expires June 30, 2026.

On August 21, 2025, ICEF Vista Elementary Academy submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through November 19, 2025.

An initial Public Hearing was held on October 14, 2025.

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

Due Diligence:
Current ICEF Vista Elementary Academy governing board members completed questionnaires so the District

may assess whether any conflicts of interest arise based on the information provided. A confidential due diligence review of the charter school and its governing organization, school leader and financial manager, was performed by the Office of the Inspector General, and to the extent any material concerns were identified by the Office of the Inspector General, such information was forwarded to District staff for further assessment.

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

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

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

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

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

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

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal charter petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2026.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal charter petition, Charter School would not be authorized to continue operations as a charter school. The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 132, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of Charter School renewal petition.

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

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

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

special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

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

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

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

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

Attachments:
Attachment A - Staff Assessment and Recommendation Report
Attachment B - ICEF Vista Elementary Academy Data Set
Attachment C - Desegregation Impact Statement

Budget, Petition and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1Mrw98LvhqfJmhMiJcGXl-B3c4trwNxJB?usp=sharing>

Submitted:
10/23/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

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

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 132-25/26
November 17, 2025

School Name:	**ICEF Vista Elementary Academy**		BOARD IS REQUIRED TO TAKE ACTION BY: **November 19, 2025**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Inner City Education Foundation**		
Location Code:	**2127**		
Type of Site(s):	**Private**		
Site Address(es):	**4471 Inglewood Boulevard, Los Angeles, CA 90066**		
Board District(s):	**4**	Region(s):	**West**
Grade Levels Served:	**TK-5**	Current Enrollment:	**266**
Grade Levels Authorized in Current Charter:	**TK-5**	Approved Enrollment in Current Charter:	**450 (see proposed change in "Action Proposed" below)**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval for a five (5)-year term (2026-2031)**		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for ICEF Vista Elementary Academy ("Charter School"), located in Board District 4 and Region West, for a term of five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 370 students in grades TK-5 in each year of the charter term. The charter school is requesting to reduce enrollment capacity from 450 to 370 students to align with its enrollment projections based on its enrollment trends in the current term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

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

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

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

Charter Petition Requirement:

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

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

III. GENERAL SCHOOL INFORMATION

A. School History

	ICEF Vista Elementary Academy
Initial Authorization:	On July 8, 2008, ICEF Vista Elementary Academy was authorized by the LAUSD Board of Education to serve 268 students in grades K-5.

	ICEF Vista Elementary Academy
Most Recent Renewal:	The charter was renewed on September 12, 2017, for a five-year term (July 1, 2018 - June 30, 2023) to serve up to 450 students in grades TK-5. 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 ICEF Vista Elementary Academy expires June 30, 2026.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	ICEF Vista Elementary Academy submitted its renewal petition application on August 21, 2025. The 90-day statutory timeline for Board action on the petition runs through November 19, 2025.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	ICEF Vista Elementary Academy implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	ICEF Vista Elementary Academy participates in LAUSD Special Education Local Plan Area (SELPA) Option 3

B. Charter School Operator

ICEF Vista Elementary Academy is operated by Inner City Education Foundation, a California nonprofit public benefit corporation that also operates five other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

ICEF Vista Elementary Academy has been identified by the state as a Middle performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard, and whether there was clear and convincing verified data evidence showing the school demonstrated measurable

increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School's Dashboard performance was higher than the state in ELA, Math, and on the English Language Progress Indicator (ELPI). The charter school provided two years of verified data, demonstrating one year's progress for All Students and all numerically significant student groups in ELA and Math.

Please see the ICEF Vista Elementary Academy data sets and Verified Data Reports.

b. Measurements of Academic Performance on the California School Dashboard

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

ICEF Vista Elementary Academy Dashboard Indicators

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

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

c. English Language Arts Indicator

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

ICEF Vista Elementary Academy - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Low**	**-37.3**	**Low**	**-12.2**	**Lower**
Latino	Met	Low	-39.2	Low	-38.6	Lower
English Learner	Met	Low	-61.3	Low	-61.2	Lower
Socioeconomically Disadvantaged	Met	Low	-38.6	Low	-41.4	Higher

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

ICEF Vista Elementary Academy - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**-25.4**	**11.9**	**Orange**	**-13.6**	**Lower**
Latino	Met	Yellow	-25.8	13.4	Orange	-40.2	Higher
English Learner	Met	Yellow	-44.2	17.1	Orange	-67.7	Higher
Socioeconomically Disadvantaged	Met	Yellow	-26.1	12.5	Orange	-42.6	Higher

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

ICEF Vista Elementary Academy - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Green**	**7.1**	**32.5**	**Orange**	**-13.2**	**Higher**
Latino	Met	Green	6.8	32.6	Orange	-39.3	Higher
English Learner	Met	Yellow	-23.2	21.0	Orange	-67.6	Higher
Socioeconomically Disadvantaged	Met	Green	7.1	33.1	Orange	-40.9	Higher

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

d. Math Indicator

In 2022, 2023, and 2024 in Math, the charter school's DFS was higher than the state for All Students, and higher than the state for all three significant student groups.

ICEF Vista Elementary Academy - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Low**	**-45.0**	**Low**	**-51.7**	**Higher**
Latino	Met	Low	-46.0	Low	-83.4	Higher
English Learner	Met	Low	-53.9	Low	-92.0	Higher
Socioeconomically Disadvantaged	Met	Low	-44.3	Low	-84.0	Higher

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

ICEF Vista Elementary Academy - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**-37.8**	**7.3**	**Orange**	**-49.1**	**Higher**
Latino	Met	Yellow	-37.5	8.4	Orange	-80.8	Higher
English Learner	Met	Yellow	-48.2	5.7	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Yellow	-38.3	6.0	Yellow	-80.8	Higher

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

ICEF Vista Elementary Academy - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Green**	**-8.3**	**29.5**	**Orange**	**-47.6**	**Higher**
Latino	Met	Green	-7.3	30.2	Orange	-79.2	Higher
English Learner	Met	Yellow	-30.9	17.3	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Green	-8.3	30.0	Orange	-78.2	Higher

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

e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's English Learner Progress Rate was higher than the state. In 2023 on the ELPI, the charter school's English Learner progress rate was lower than the state. In 2024 on the ELPI, the charter school's English Learner Progress Rate was higher than the state.

ICEF Vista Elementary Academy - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	High	55.3%	Medium	50.3%	Higher

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

ICEF Vista Elementary Academy - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Red	39.7%	-15.5%	Yellow	48.7%	Lower

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

ICEF Vista Elementary Academy - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Green	51.6%	11.8%	Orange	45.7%	Higher

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

f. College/Career Indicator

Not applicable

g. Chronic Absenteeism Indicator

In 2022, 2023, and 2024 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was lower than the state for All Students and for all four numerically significant student groups.

h. Graduation Indicator [HS only]

Not applicable

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

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

k. Additional Information
Not applicable

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

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

a. Governance

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

b. Student Achievement and Educational Performance

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

c. Organizational Management, Programs, and Operations

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

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Developing*
Concerns	The rating of *Developing* in 2024-2025 was primarily due to the audit finding disclosed in ICEF Public Schools' 2023-2024 Independent Audit Report, identified as a material weakness related to internal controls over financial reporting. See further details in the Fiscal Management and Performance section below.

VI. VERIFIED DATA

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

ICEF Vista Elementary Academy submitted verified data for consideration as part of its renewal application.

ELA

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

Per Education Code section 47607.2 (c)(2), the SBE established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready's publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 256 students were assessed in Reading and 257 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2024-2025 assessment data appears to include at least 95% of eligible students.

For Reading, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 154%. Per the California SBE May 2023 Agenda Item #02, publisher guidance states, "Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers." Therefore, based on i-Ready's Median Progress to Typical Growth targets[1] to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth," Charter School met for All Students in Reading in 2024-2025.

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

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

i-Ready Diagnostic Growth Reading 2024-2025				
Student Groups	**Number of Students Tested**	**i-Ready Growth Target**	**Reading: Progress to Annual Typical Growth (Median)**	**One Year's Progress**
All Students Grade K-5	256	Grades K-5: 75%	154%	Met
African American	16	Grades K-5: 75%	135%	Met
English Learner	54	Grades K-5: 75%	105%	Met
Latino	242	Grades K-5: 75%	156%	Met
Socioeconomically Disadvantaged	247	Grades K-5: 75%	154%	Met
Students with Disabilities	33	Grades K-5: 75%	111%	Met

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

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

MATH

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

Per Education Code section 47607.2 (c)(2), the SBE established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready's publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 256 students were assessed in Math and 257 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2024-2025 assessment data appears to include at least 95% of eligible students.

For Math, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 126%. Based on i-Ready's Median Progress to Typical Growth targets[2] to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth," Charter School met for All Students in Math in 2024-2025.

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

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

i-Ready Diagnostic Growth Math 2024-2025				
Student Groups	**Number of Students Tested**	**i-Ready Growth Target**	**Math: Progress to Annual Typical Growth (Median)**	**One Year's Progress**
All Students Grade K-5	256	Grades K-5: 80%	126%	Met
African American	16	Grades K-5: 80%	135%	Met
English Learner	54	Grades K-5: 80%	115%	Met
Latino	242	Grades K-5: 80%	126%	Met
Socioeconomically Disadvantaged	247	Grades K-5: 80%	126%	Met
Students with Disabilities	33	Grades K-5: 80%	126%	Met

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

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

Based on the review and consideration of verified data, ICEF Vista Elementary Academy included two years of data, including schoolwide and student group reports (African American, English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) for both ELA and Math. In 2023-2024 and 2024-2025, ICEF Vista Elementary Academy appears to have met 95 percent participation rate for schoolwide and all numerically significant student groups.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

ICEF Vista Elementary Academy's fiscal condition is positive and has been upward trending since the 2020-2021 fiscal year.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Unaudited Actuals)
Net Assets	$3,518,710	$3,519,437	$4,264,755	$4,465,454	$4,728,169
Net Income/Loss	$917,237	$727	$745,318	$200,699	$262,715
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment [A]	309	290	295	266	272

[A] ICEF Vista Elementary Academy reported 266 Norm Enrollment for Fiscal Year 2025-2026. ICEF Vista Elementary Academy proposes to decrease its enrollment capacity to 370

for its renewal charter term. See Section **I. ACTION PROPOSED** above. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

b. 2023-2024 Independent Audit Report
Audit Opinion: Unmodified/Unqualified
Material Weaknesses: Yes. See the description below.
Deficiencies/Findings: Yes. See the description below.
Lack of a Going Concern: None Reported

ICEF Public Schools' independent audit report for the fiscal year ending June 30, 2024, identified a material weakness in internal controls over financial reporting, specifically relating to the closing process. Additionally, the audit disclosed one state compliance-related audit finding without questioned costs, which was identified as a significant deficiency in the After/Before School Education and Safety ("ASES") Program for ICEF Vista Elementary Academy only. The charter operator has initiated corrective actions with specific steps to address the audit findings above. The CSD will continue to monitor these issues through its oversight process, including a review of ICEF Public Schools' 2024-2025 independent audit report to evaluate the implementation of corrective actions.

c. Other Significant Fiscal Information
The financial condition of the charter operator is summarized in the table below.

Inner City Education Foundation (ICEF) Public Schools					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
7[1]	6[1]	$29,589,325	$2,739,375	$412,152	($137,555)[2]

[1] Aside from ICEF Vista Elementary Academy, ICEF Public Schools operates five (5) other LAUSD-authorized schools: ICEF Innovation Los Angeles Charter, ICEF View Park Preparatory Elementary, ICEF View Park Preparatory High, ICEF View Park Preparatory Middle, and ICEF Vista Middle Academy. ICEF Public Schools operates one additional Southern California school: ICEF Inglewood Elementary Charter Academy (authorized by Inglewood Unified School District).

[2] As documented in ICEF charter schools' Fiscal Years 2022-2023 and 2023-2024 Annual Performance-Based Oversight Reports, respectively, the ICEF Home Office's reported net losses in prior years were primarily due to delayed expense allocations between the Home Office and its charter schools. ICEF Public Schools informed the CSD that it has since implemented new systems to ensure expenses are properly allocated before payments are made. Despite the net loss, the ICEF Home Office maintained a positive net ending fund balance of $412,152 as of June 30, 2024. The CSD was further informed that, as a general practice, ICEF aims to operate the Home Office at a breakeven level in order to maximize funds available for supporting school programs.

ICEF Vista Elementary Academy

Board District: 4 | Region: West | Location Code: 2127

CA School Dashboard: Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023								Dashboard 2024						
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	100%	150	-37.3	Low	-12.2	Lower	100%	149	-25.4	11.9	Increased	Yellow	-13.6	Lower	99%	139	7.1	32.5	Increased Significantly	Green	-13.2	Higher
English Learner	100%	76	-61.3	Low	-61.2	Lower	100%	73	-44.2	17.1	Increased Significantly	Yellow	-67.7	Higher	100%	64	-23.2	21.0	Increased Significantly	Yellow	-67.6	Higher
Latino	100%	144	-39.2	Low	-38.6	Lower	100%	142	-25.8	13.4	Increased	Yellow	-40.2	Higher	99%	134	6.8	32.6	Increased Significantly	Green	-39.3	Higher
Socioeconomically Disadvantaged	100%	142	-38.6	Low	-41.4	Higher	100%	146	-26.1	12.5	Increased	Yellow	-42.6	Higher	99%	139	7.1	33.1	Increased Significantly	Green	-40.9	Higher
Students with Disabilities	100%	23	-81.0	Very Low	-97.3	--	100%	21	-70.0	11.0	Increased	--	-96.3	--	94%	18	-109.7	-39.7	Declined Significantly	--	-95.6	--

Data Sources: California School Dashboard Research data files.

ICEF Vista Elementary Academy

Board District: 4 | Region: West | Location Code: 2127

CA School Dashboard: Academic Performance - Math

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

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023								Dashboard 2024						
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	100%	150	-45.0	Low	-51.7	Higher	100%	149	-37.8	7.3	Increased	Yellow	-49.1	Higher	99%	139	-8.3	29.5	Increased Significantly	Green	-47.6	Higher
English Learner	100%	76	-53.9	Low	-92.0	Higher	100%	73	-48.2	5.7	Increased	Yellow	-93.4	Higher	100%	64	-30.9	17.3	Increased Significantly	Yellow	-93.4	Higher
Latino	100%	144	-46.0	Low	-83.4	Higher	100%	142	-37.5	8.4	Increased	Yellow	-80.8	Higher	99%	134	-7.3	30.2	Increased Significantly	Green	-79.2	Higher
Socioeconomically Disadvantaged	100%	142	-44.3	Low	-84.0	Higher	100%	146	-38.3	6.0	Increased	Yellow	-80.8	Higher	99%	139	-8.3	30.0	Increased Significantly	Green	-78.2	Higher
Students with Disabilities	100%	23	-89.7	Low	-130.8	--	100%	21	-67.8	21.9	Increased Significantly	--	-127.3	--	94%	18	-98.6	-30.8	Declined Significantly	--	-124.3	--

Data Sources: California School Dashboard Research data files.

ICEF Vista Elementary Academy

Board District: 4 | Region: West | Location Code: 2127

CA School Dashboard: English Learner Progress Indicator (ELPI)

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

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

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator

	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	Students	ELPI	Status Level	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State
English Learner	76	55.3%	High	50.3%	Higher	73	39.7%	-15.5	Declined Significantly	Red	48.7%	Lower	64	51.6%	11.8	Increased Significantly	Green	45.7%	Higher

Student English Language Acquisition Results Summative ELPAC

		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2022	EL	53.9%	1.3%	21.1%	23.7%	47.5%	2.8%	31.4%	18.3%
2023	EL	39.7%	0.0%	17.8%	42.5%	45.7%	2.3%	32.2%	18.3%
2024	EL	51.6%	0.0%	23.4%	25.0%	43.2%	1.9%	34.4%	19.1%

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

Summative ELPAC Participation Rate Report

		School				State of California			
End Year	Student Group	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%
2022	EL	100	100	100%	Y	1,052,513	1,088,734	96.7%	Y
2023	EL	106	106	100%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	--	--	--	--	193,182	202,530	95.4%	Y
2024	EL	84	84	100%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	--	--	--	--	182,603	190,459	95.9%	Y

ICEF Vista Elementary Academy

Board District: 4 | Region: West | Location Code: 2127

CA School Dashboard: Chronic Absenteeism

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

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

Chronic Absenteeism - CA School Dashboard Indicator																			
	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	Students	Chronic Absenteeism	Status Level	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	298	14.4%	High	30.0%	Lower	298	9.7%	-4.7	Declined Significantly	Green	24.3%	Lower	274	8.8%	-1.0	Declined	Green	18.6%	Lower
African American/Black	10	*	*	42.9%	*	13	7.7%	--	--	--	36.4%	--	10	*	*	*	*	31.3%	*
English Learner	107	11.2%	High	33.6%	Lower	113	10.6%	-0.6	Declined	Yellow	26.3%	Lower	92	5.4%	-5.2	Declined	Green	20.1%	Lower
Homeless Youth	13	23.1%	Very High	45.1%	--	21	19.0%	-4.0	Declined	--	38.7%	--	18	16.7%	-2.4	Declined	--	32.7%	--
Latino	284	14.1%	High	35.8%	Lower	281	10.0%	-4.1	Declined Significantly	Green	28.4%	Lower	261	8.4%	-1.5	Declined	Green	21.7%	Lower
Socioeconomically Disadvantaged	285	14.0%	High	37.4%	Lower	294	9.9%	-4.2	Declined Significantly	Green	29.9%	Lower	273	8.8%	-1.1	Declined	Green	23.4%	Lower
Students with Disabilities	47	17.0%	High	39.6%	Lower	43	16.3%	-0.7	Declined	Yellow	33.1%	Lower	45	4.4%	-11.8	Declined	Green	26.3%	Lower

Data Sources: California School Dashboard Research data files.

ICEF Vista Elementary Academy

Board District: 4 | Region: West | Location Code: 2127

CA School Dashboard: Suspension Rate Indicator

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

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

Suspension Rate Indicator - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	Suspension Rate	Status Level	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State
All Students	304	0.3%	Very Low	3.1%	Lower	300	0.3%	0.0	Maintained	Blue	3.5%	Lower	282	0.4%	0.0	Maintained	Blue	3.2%	Lower
African American/Black	11	9.1%	Very High	7.9%	--	13	0.0%	-9.1	Declined	--	8.8%	--	11	9.1%	9.1	Increased	--	8.4%	--
English Learner	107	0.0%	Very Low	3.2%	Lower	114	0.0%	0.0	Maintained	Blue	3.7%	Lower	96	0.0%	0.0	Maintained	Blue	3.4%	Lower
Homeless Youth	13	0.0%	Very Low	5.5%	--	21	0.0%	0.0	Maintained	--	6.5%	--	20	0.0%	0.0	Maintained	--	5.7%	--
Latino	289	0.0%	Very Low	3.3%	Lower	283	0.4%	0.4	Increased	Green	3.8%	Lower	268	0.0%	-0.4	Declined	Blue	3.4%	Lower
Socioeconomically Disadvantaged	289	0.3%	Very Low	4.0%	Lower	296	0.3%	0.0	Maintained	Blue	4.5%	Lower	281	0.4%	0.0	Maintained	Blue	4.0%	Lower
Students with Disabilities	47	0.0%	Very Low	5.4%	Lower	43	2.3%	2.3	Increased	Orange	5.9%	Lower	45	0.0%	-2.3	Declined	Blue	5.4%	Lower

Data Sources: California School Dashboard Research data files.

ICEF Vista Elementary Academy

Board District: 4 | Region: West | Location Code: 2127

Enrollment Report

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

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

Enrollment by Ethnicity and Student Group						
	2023-2024			2024-2025		
Student Group	**School**	**Los Angeles Unified**	**State of California**	**School**	**Los Angeles Unified**	**State of California**
Enrollment	266	529,902	5,837,690	270	516,685	5,806,221
F/R Meal	100.0%	80.6%	61.6%	98.1%	81.9%	62.7%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A
English Learner	32.0%	20.1%	18.4%	25.9%	18.6%	17.4%
Foster Youth	0.4%	0.6%	0.5%	0.0%	0.5%	0.5%
Homeless Youth	6.8%	2.1%	3.6%	7.8%	2.7%	4.0%
Socioeconomically Disadvantaged	100.0%	81.3%	62.7%	98.5%	82.4%	63.6%
Students w/ Disabilities	12.0%	14.8%	13.7%	15.9%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	2.3%	7.3%	4.9%	5.2%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.0%	3.4%	9.9%	0.0%	3.3%	10.1%
Filipino	0.4%	1.7%	2.2%	0.7%	1.6%	2.2%
Latino	96.6%	73.8%	56.1%	93.7%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	0.4%	9.8%	20.3%	0.4%	9.7%	20.0%
Two or More Races	0.4%	2.0%	4.6%	0.0%	2.1%	4.8%
Not Reported	0.0%	1.8%	1.1%	0.0%	2.2%	1.2%

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

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

ICEF Vista Elementary Academy

Board District: 4 | Region: West | Location Code: 2127

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

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

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	0	0.0%	17,921	7.3%	226,508	11.1%	0	0.0%	15,302	6.5%	211,186	10.6%	0	0.0%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	26	15.9%	17,295	7.1%	144,189	7.1%	17	12.2%	15,717	6.7%	136,188	6.8%	8	6.6%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	78	47.6%	60,457	24.7%	505,486	24.8%	55	39.6%	60,574	25.7%	519,651	26.0%	45	37.2%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	10	6.1%	18,850	7.7%	236,319	11.6%	13	9.4%	14,725	6.2%	207,768	10.4%	17	14.0%	13,775	6.2%	178,306	9.3%
EL Total	114	69.5%	114,523	46.8%	1,112,502	54.5%	85	61.2%	106,318	45.0%	1,074,793	53.8%	70	57.9%	95,959	43.3%	1,009,030	52.6%
RFEP	50	30.5%	130,377	53.2%	927,694	45.5%	54	38.8%	129,789	55.0%	924,422	46.2%	51	42.1%	125,465	56.7%	909,298	47.4%
Total Ever EL	164	100.0%	244,900	100.0%	2,040,196	100.0%	139	100.0%	236,107	100.0%	1,999,215	100.0%	121	100.0%	221,424	100.0%	1,918,328	100.0%

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

ICEF Vista Elementary Academy

Board District: 4 | Region: West | Location Code: 2127

Students with Disabilities Report

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

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	266			529,902			270			516,685		
Students with Disabilities	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	32	100%	12%	78,319	100%	14.8%	43	100%	15.9%	80,505	100%	15.6%
High Incidence	29	90.6%	10.9%	52,153	66.6%	9.8%	38	88.4%	14.1%	52,412	65.1%	10.1%
Low Incidence	3	9.4%	1.1%	26,162	33.4%	4.9%	5	11.6%	1.9%	28,084	34.9%	5.4%
Autism	3	9.4%	1.1%	18,713	23.9%	3.5%	5	11.6%	1.9%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Emotional Disturbance	0	0%	0%	1,148	1.5%	0.2%	0	0%	0%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	0	0%	0%	971	1.2%	0.2%	0	0%	0%	931	1.2%	0.2%
Intellectual Disability	0	0%	0%	3,393	4.3%	0.6%	0	0%	0%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	3	9.4%	1.1%	10,930	14%	2.1%	5	11.6%	1.9%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0%	0%	533	0.7%	0.1%	0	0%	0%	434	0.5%	0.1%
Specific Learning Disability	10	31.3%	3.8%	29,615	37.8%	5.6%	13	30.2%	4.8%	29,368	36.5%	5.7%
Speech or Language Impairment	16	50%	6%	11,608	14.8%	2.2%	20	46.5%	7.4%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	0	0%	0%	185	0.2%	0%	0	0%	0%	175	0.2%	0%

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

ATTACHMENT C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
ICEF Vista Elementary Academy
BOARD OF EDUCATION REPORT 132 – 25/26
November 17, 2025

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2026 until June 30, 2031 to serve up to 370 students in grades TK-5 in each year of the charter term.

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

III. Proposed Change:
The approval of this charter petition would renew the charter of ICEF Vista Elementary Academy for five (5) years beginning July 1, 2026 until June 30, 2031.

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

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

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

FABIOLA GARCIA DE ALBA
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

TAB 5

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

Board of Education Report

File #: Rep-124-25/26, **Version:** 1 **Agenda Date:** 11/17/2025
In Control: Charter Schools Division

Approval of the Renewal Petition for CATCH Prep Charter High, Inc. [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for CATCH Prep Charter High, Inc.) Recommends approval of the renewal petition for CATCH Prep Charter High, Inc., a Start-Up Independent charter school, located in Board District 1 and Region South, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 300 students in grades 9-12 in each year of the charter term.

Action Proposed:
Approve the renewal petition for CATCH Prep Charter High, Inc. ("Charter School"), a Start-Up Independent charter school, located in Board District 1 and Region South, for five (5) years, beginning July 1, 2026 until June 30, 2031, to serve up to 300 students in grades 9-12 in each year of the charter term. The school is requesting to decrease enrollment from 600 to 300 to align with the school's enrollment trends. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
CATCH Prep Charter High, Inc. is a 9-12 high school currently serving 120 students on a District site at 4120 11th Avenue, Los Angeles, CA, 90008 in Board District 1 and Region South. CATCH Prep Charter High, Inc. was originally approved by the LAUSD Board of Education on April 11, 2003. On December 5, 2017, the charter school was renewed for a five-year term to serve 600 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for CATCH Prep Charter High, Inc. expires June 30, 2026.

On August 20, 2025, CATCH Prep Charter High, Inc. 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 18, 2025.

An initial Public Hearing was held on October 14, 2025.

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

Due Diligence:
Current CATCH Prep Charter High, Inc. governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A confidential due

diligence review of the charter school and its governing organization, school leader and financial manager, was performed by the Office of the Inspector General, and to the extent any material concerns were identified by the Office of the Inspector General, such information was forwarded to District staff for further assessment.

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

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

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

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

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

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

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal charter petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2026.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny

the renewal charter petition, Charter School would not be authorized to continue operations as a charter school. The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 124-25/26, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of Charter School renewal petition.

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

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

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

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

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

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

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

Attachments:
Attachment A - Staff Assessment and Recommendation Report
Attachment B - CATCH Prep Charter High, Inc. Data Set
Attachment C - Desegregation Impact Statement

Budget, Petition and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1y13r3AP8_8SgmsZ3SvsBzjZnEJL5SKrT?usp=sharing>

Submitted:
10/23/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

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

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT

RENEWAL PETITION

Board of Education Report 124-25/26
November 17, 2025

School Name:	**CATCH Prep Charter High, Inc.**		BOARD IS REQUIRED TO TAKE ACTION BY: **November 18, 2025**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**CATCH Prep Charter High, Inc.**		
Location Code:	**8654**		
Type of Site(s):	**District-Proposition 39 Co-Location**		
Site Address(es):	**4120 11th Avenue, Los Angeles, CA 90008 (Audubon Middle School)**		
Board District(s):	**1**	Region(s):	**South**
Grade Levels Served:	**9-12**	Current Enrollment:	**120**
Grade Levels Authorized in Current Charter:	**9-12**	Approved Enrollment in Current Charter:	**600 (see proposed change in "Action Proposed" below)**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval for a five (5)-year term (2026-2031)**		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for CATCH Prep Charter High, Inc. ("Charter School"), located in Board District 1 and Region South, for a term of five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 300 students in grades 9-12 in each year of the charter term. The school is requesting to decrease enrollment from 600 to 300 to align with the school's enrollment trends.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

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

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

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

Charter Petition Requirement:

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

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

III. GENERAL SCHOOL INFORMATION

A. School History

	CATCH Prep Charter High, Inc.
Initial Authorization:	On April 11, 2003, CATCH Prep Charter High, Inc. (formerly named Crenshaw Arts-Technology Charter High) was authorized by the LAUSD Board of Education to serve 600 students in grades 9-12.
Most Recent Renewal	The charter was renewed on December 5, 2017 for a five-year term (July 1, 2018 - June 30, 2023) to serve up to 600 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for CATCH Prep Charter High, Inc. expires June 30, 2026.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	CATCH Prep Charter High, Inc. submitted its renewal petition application on August 20, 2025. The 90-day statutory timeline for Board action on the petition runs through November 18, 2025.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	CATCH Prep Charter High, Inc. implements the LAUSD Master Plan for English Learners and Standard English Learners.
Special Education SELPA	CATCH Prep Charter High, Inc. participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

CATCH Prep Charter High, Inc. is operated by CATCH Prep Charter High, Inc., a California nonprofit public benefit corporation that does not operate any other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

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

Overall, Charter School's Dashboard performance was higher than the state in both ELA and on the English Language Progress Indicator (ELPI), but lower in Math. On the two years of data for the College/Career Indicator (CCI) the charter school was lower for all students, but higher for the one numerically significant student group. The charter school provided two years of verified data, demonstrating one year's progress for All Students and the student group in Math.

Please see the CATCH Prep Charter High, Inc. data sets and Verified Data Reports.

b. Measurements of Academic Performance on the California School Dashboard

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

CATCH Prep Charter High, Inc. Dashboard Indicators

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	Low	Very Low	Medium	Not Applicable	Not Applicable	High	Very Low
2022-2023	Not Applicable	Not Applicable	No Performance Color	Medium	Not Applicable	Orange	Blue
2023-2024	No Performance Color	No Performance Color	No Performance Color	Green	Not Applicable	Orange	Blue

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

c. English Language Arts Indicator

In 2022 and 2024 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was higher than the state for All Students, and higher than the state for the only numerically significant student group. In 2023 for ELA, though the school did not have 30 students who tested, the charter school's DFS was higher than the state for All Students.

CATCH Prep Charter High, Inc. - 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**	**-1.4**	**Low**	**-12.2**	**Higher**
Socioeconomically Disadvantaged	Met	Low	-1.4	Low	-41.4	Higher

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

CATCH Prep Charter High, Inc. - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**No Performance Color**	**-2.4**	**-27.9**	**Orange**	**-13.2**	**Higher**
Socioeconomically Disadvantaged	Met	No Performance Color	-3.7	-29.2	Orange	-40.9	Higher

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

d. Math Indicator

In 2022 and 2024 in Math, the charter school's DFS was lower than the state for All Students, and lower than the state for the one numerically significant student group. In 2023 in Math, though the charter school did not have 30 students who tested, the DFS was lower than the state for All Students.

In order to increase student outcomes in Math, charter school leaders report, hiring a full-time instructional coach, a full-time Math Instructional Aide, a Math Coach, and a paraprofessional. In addition, the charter school is implementing smaller-sized Math classes, a Math intervention program, Math Tutoring Lab, monitoring student progress through assessments, and after school Math tutoring.

CATCH Prep Charter High, Inc. - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Very Low**	**-142.3**	**Low**	**-51.7**	**Lower**
Socioeconomically Disadvantaged	Met	Very Low	-142.3	Low	-84.0	Lower

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

CATCH Prep Charter High, Inc. - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**No Performance Color**	**-117.6**	**-23.7**	**Orange**	**-47.6**	**Lower**
Socioeconomically Disadvantaged	Met	No Performance Color	-118.1	-24.3	Orange	-78.2	Lower

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

e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school did not have a performance level due to the low number of English Learners, but the charter school's English Learner Progress Rate was lower than the state's rate. In 2023 and 2024, the charter school did

not have a performance color due to the low number of English Learners, however the charter school's English Learner Progress Rate was higher than the state's rate for both years.

CATCH Prep Charter High, Inc. - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	No Performance Level	50.0%	Medium	50.3%	Lower

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

CATCH Prep Charter High, Inc. - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	No Performance Color	50.0%	0.0%	Yellow	48.7%	Higher

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

CATCH Prep Charter High, Inc. - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	No Performance Color	81.8%	31.8%	Orange	45.7%	Higher
Long Term English Learner	Met	No Performance Color	81.8%	31.8%	Orange	45.8%	Higher

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

f. College/Career Indicator

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

CATCH Prep Charter High, Inc. - College/Career Indicator - 2022-2023

Student Group	Charter Level	Charter Prepared	State Level	State Prepared	Charter to State Comparison
All Students	**Medium**	**41.3%**	**Medium**	**43.9%**	**Lower**
Socioeconomically Disadvantaged	Medium	41.3%	Medium	35.4%	Higher

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

CATCH Prep Charter High, Inc. - College/Career Indicator - 2023-2024

Student Group	Charter Level	Charter Prepared	Charter Change	State Level	State Prepared	Charter to State Comparison
All Students	**Green**	**43.8%**	**2.4**	**Yellow**	**45.3%**	**Lower**
Socioeconomically Disadvantaged	Green	45.2%	3.9	Yellow	37.4%	Higher

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

g. Chronic Absenteeism Indicator

Not applicable

h. Graduation Indicator [HS only]

In 2022 and 2023, the charter school's percentage of graduated students was higher than the state for All Students and for the one numerically significant student group. In 2024, the charter school's percentage of graduated students was lower than the state for All Students, but higher for the numerically significant student group. CATCH Prep Charter High, Inc.'s students must meet A-G requirements with a grade of "C" or better.

i. Suspension Rate Indicator

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

j. Dashboard Local Indicators

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

k. Additional Information

Not applicable

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

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

a. Governance

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

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	*No Rating*
2024-2025	*Proficient*
Concerns	The *No Rating* in 2023-2024 was a result of the charter school having fewer than 30 students assessed in CAASPP rendering the majority of indicators unable to be rated on the oversight report.

c. Organizational Management, Programs, and Operations

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

d. Fiscal Operations

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

VI. VERIFIED DATA

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

ELA

Charter School provided data for Reading from "Star Assessment by Renaissance, Grades K-12" (Star) *Star Growth Report* for 2023-2024 and 2024-2025 (Fall to Spring administration) for Grade 9, Grade 10, Grade 11, and Grade 12 and for the following student groups: African American, English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities. Star is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

Per the criteria to define verified data adopted by the California Department of Education, participation to be eligible for inclusion as verified data must include the results of at least 95 percent of eligible students for the related data source (e.g., assessment or postsecondary outcome). 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 27 of 27 (100%) students were assessed in Grade 9; 20 of 20 (100%) students were assessed in Grade 10; 30 of 30 (100%) students were assessed in Grade 11; and 48 of 48 (100%) students were assessed in Grade 12. Thus, based on the information provided by Charter School, the 2024-2025 assessment data the school met the 95% of eligible students for grades 9 through 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 growth for grades 9-12 in Reading in 2024-2025.

As seen in the table below, Charter School provided the most recent data for five numerically significant student groups by grade level and the majority of student groups demonstrated one year's growth based on Star's SGP range set at 50 in 2024-2025.

Star Reading 2024-2025				
Student Groups	**Summary Tested Student/ Total Students**	**Participation Rate**	**Reading: Percent of Students that Met SGP Expectation = 50**	**One Year's Progress**
Grade 9	27/27	100%	63%	Met
African American	14/14	100%	79%	Met
English Learner	*	*	*	*
Latino	13/13	100%	46%	Not Met
Socioeconomically Disadvantaged	26/26	100%	62%	Met
Students with Disabilities	*	*	*	*
Grade 10	20/20	100%	75%	**Met**
African American	*	*	*	*
English Learner	*	*	*	*
Latino	11/11	100%	64%	Met
Socioeconomically Disadvantaged	20/20	100%	70%	Met
Students with Disabilities	*	*	*	*
Grade 11	30/30	100%	63%	Met
African American	22/22	100%	59%	Met
English Learner	*	*	*	*
Latino	*	*	*	*
Socioeconomically Disadvantaged	29/29	100%	66%	Met
Students with Disabilities	*	*	*	*
Grade 12	48/48	100%	63%	Met
African American	25/25	100%	60%	Met
English Learner	*	*	*	*
Latino	23/23	100%	57%	Met
Socioeconomically Disadvantaged	43/43	100%	67%	Met
Students with Disabilities	12/12	100%	50%	Met

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

Charter School also submitted verified data using Star for the 2023-2024 school year. Based on Star's SGP set at 50, Charter School met the one year's growth target for grades 9 through 12 and met the one year's growth target for all numerically significant student groups in Reading in 2023-2024.

MATH

Charter School provided data for Math from "Star Assessment by Renaissance, Grades K-12" (Star) *Star Growth Report* for 2023-2024 and 2024-2025 (Fall to Spring administration) for Grade 9, Grade 10, Grade 11, and Grade 12 and for the following student groups: African American, English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities. Star is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

Per the criteria to define verified data adopted by the California Department of Education, participation to be eligible for inclusion as verified data must include the results of at least 95 percent of eligible students for the related data source (e.g., assessment or postsecondary outcome). 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 27 of 27 (100%) students were assessed in Grade 9; 20 of 20 (100%) students were assessed in Grade 10; 30 of 30 (100%) students were assessed in Grade 11; and 48 of 48 (100%) students were assessed in Grade 12. Thus, based on the information provided by Charter School, the 2024-2025 assessment data met the 95% of eligible students for grades 9 through 12.

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 growth for grades 9 through 12 in Math in 2024-2025.

As seen in the table below, Charter School provided the most recent data for five numerically significant student groups by grade level and all student groups demonstrated one year's growth based on Star's SGP range set at 50 in 2024-2025.

Star Math 2024-2025				
Student Groups	**Summary Tested Student/ Total Students**	**Participation Rate**	**Reading: Percent of Students that Met SGP Expectation = 50**	**One Year's Progress**
Grade 9	27/27	100%	67%	Met
African American	14/14	100%	71%	Met
English Learner	*	*	*	*
Latino	13/13	100%	62%	Met
Socioeconomically Disadvantaged	26/26	100%	65%	Met
Students with Disabilities	*	*	*	*
Grade 10	20/20	100%	75%	**Met**
African American	*	*	*	*
English Learner	*	*	*	*
Latino	11/11	100%	82%	Met
Socioeconomically Disadvantaged	20/20	100%	65%	Met
Students with Disabilities	*	*	*	*

Star Math 2024-2025				
Student Groups	**Summary Tested Student/ Total Students**	**Participation Rate**	**Reading: Percent of Students that Met SGP Expectation = 50**	**One Year's Progress**
Grade 11	30/30	100%	57%	Met
African American	22/22	100%	55%	Met
English Learner	*	*	*	*
Latino	*	*	*	*
Socioeconomically Disadvantaged	29/29	100%	59%	Met
Students with Disabilities	*	*	*	*
Grade 12	48/48	100%	63%	Met
African American	25/25	100%	60%	Met
English Learner	*	*	*	*
Latino	23/23	100%	65%	Met
Socioeconomically Disadvantaged	43/43	100%	67%	Met
Students with Disabilities	12/12	100%	67%	Met

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

Charter School also submitted verified data using Star for the 2023-2024 school year. Based on Star's SGP set at 50, Charter School met the one year's growth target for Grade 10, Grade 11, and Grade 12 and met the one year's growth target for the majority of the school's numerically significant student groups in Math in 2023-2024.

Based on the review and consideration of verified data, CATCH Prep Charter Inc. included two years of data, including grades 9, 10, 11, and 12, and student group reports (African American, English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) for both ELA and Math. In 2023-2024 and 2024-2025 CATCH Charter Prep High, Inc. met the 95 percent participation rate for all grades 9 through 12.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition
CATCH Prep Charter High, Inc.'s fiscal condition is positive and has been upward trending since the 2020-2021 fiscal year.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Unaudited Actuals)
Net Assets	$1,969,660	$2,833,338	$3,239,779	$3,453,480	$3,484,521
Net Income/Loss	$1,043,022	$863,678	$406,441	$213,701	$31,041
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment [A]	162	198	152	124	124

[A] CATCH Prep Charter High, Inc. proposes to decrease its enrollment capacity to 300 for its renewal charter term. See Section **I. ACTION PROPOSED** above. The CSD will continue to monitor the Charter School's student enrollment and financial condition as part of its oversight process.

b. 2023-2024 Independent Audit Report
Audit Opinion: Unmodified/Unqualified
Material Weaknesses: None Reported
Deficiencies/Findings: None Reported
Lack of a Going Concern: None Reported

c. Other Significant Fiscal Information
Not applicable

CATCH Prep Charter High, Inc.

Board District: 1 | Region: South | Location Code: 8654

CA School Dashboard: Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023								Dashboard 2024						
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	100%	38	-1.4	Low	-12.2	Higher	100%	28	25.5	26.9	Increased Significantly	--	-13.6	--	100%	50	-2.4	-27.9	Declined Significantly	--	-13.2	Higher
African American/Black	100%	17	14.2	Medium	-57.7	--	100%	11	38.5	24.3	Increased Significantly	--	-59.6	--	100%	25	-47.4	-85.9	Declined Significantly	--	-58.9	--
Latino	100%	20	-19.1	Low	-38.6	--	100%	17	17.1	36.2	Increased Significantly	--	-40.2	--	100%	23	34.9	17.8	Increased Significantly	--	-39.3	--
Socioeconomically Disadvantaged	100%	38	-1.4	Low	-41.4	Higher	100%	28	25.5	26.9	Increased Significantly	--	-42.6	--	100%	49	-3.7	-29.2	Declined Significantly	--	-40.9	Higher
Students with Disabilities	100%	4	*	*	-97.3	*	100%	6	*	*	*	*	-96.3	*	100%	12	-110.4	--	--	--	-95.6	--

Data Sources: California School Dashboard Research data files.

CATCH Prep Charter High, Inc.

Board District: 1 | Region: South | Location Code: 8654

CA School Dashboard: Academic Performance - Math

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

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
	Dashboard 2022						Dashboard 2023								Dashboard 2024							
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	100%	38	-142.3	Very Low	-51.7	Lower	100%	28	-93.8	48.5	Increased Significantly	--	-49.1	--	100%	50	-117.6	-23.7	Declined Significantly	--	-47.6	Lower
African American/Black	100%	17	-123.4	Very Low	-106.9	--	100%	11	-116.8	6.6	Increased	--	-104.5	--	100%	25	-157.1	-40.3	Declined Significantly	--	-102.2	--
Latino	100%	20	-167.3	Very Low	-83.4	--	100%	17	-78.9	88.3	Increased Significantly	--	-80.8	--	100%	23	-79.5	-0.5	Maintained	--	-79.2	--
Socioeconomically Disadvantaged	100%	38	-142.3	Very Low	-84.0	Lower	100%	28	-93.8	48.5	Increased Significantly	--	-80.8	--	100%	49	-118.1	-24.3	Declined Significantly	--	-78.2	Lower
Students with Disabilities	100%	4	*	*	-130.8	*	100%	6	*	*	*	*	-127.3	*	100%	12	-249.0	--	--	--	-124.3	--

Data Sources: California School Dashboard Research data files.

CATCH Prep Charter High, Inc.

Board District: 1 | Region: South | Location Code: 8654

CA School Dashboard: English Learner Progress Indicator (ELPI)

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

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

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	ELPI	Status Level	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State
English Learner	20	50.0%	Medium	50.3%	Lower	16	50.0%	0.0	Maintained	--	48.7%	Higher	11	81.8%	31.8	Increased Significantly	--	45.7%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	11	81.8%	31.8	Increased Significantly	--	45.8%	Higher

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2022	EL	50.0%	0%	20.0%	30.0%	47.5%	2.8%	31.4%	18.3%
2023	EL	50.0%	0%	37.5%	12.5%	45.7%	2.3%	32.2%	18.3%
2024	EL	81.8%	0%	9.1%	9.1%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	81.8%	0%	9.1%	9.1%	41.6%	3.4%	28.5%	24.7%

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

Summative ELPAC Participation Rate Report									
		School				State of California			
End Year	Student Group	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%
2022	EL	20	20	100%	Y	1,052,513	1,088,734	96.7%	Y
2023	EL	16	16	100%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	10	10	100%	Y	193,182	202,530	95.4%	Y
2024	EL	11	11	100%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	4	4	100%	Y	182,603	190,459	95.9%	Y

CATCH Prep Charter High, Inc.

Board District: 1 | Region: South | Location Code: 8654

CA School Dashboard: Academic Performance - College / Career

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

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

College / Career Academic Indicator (CCI) - CA School Dashboard Indicator												
	Dashboard 2023					Dashboard 2024						
Student Group	Students	CCI	Status Level	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State
All Students	46	41.3%	Medium	43.9%	Lower	32	43.8%	2.4	Increased	Green	45.3%	Lower
African American/Black	25	24.0%	Low	25.1%	--	15	33.3%	9.3	Increased	--	28.1%	--
Latino	20	60.0%	High	35.5%	--	17	52.9%	-7.1	Declined	--	37.4%	--
Socioeconomically Disadvantaged	46	41.3%	Medium	35.4%	Higher	31	45.2%	3.9	Increased	Green	37.4%	Higher

Data Sources: California School Dashboard Research data files.

CATCH Prep Charter High, Inc.

Board District: 1 | Region: South | Location Code: 8654

CA School Dashboard: Suspension Rate Indicator

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

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

Suspension Rate Indicator - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	Suspension Rate	Status Level	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State
All Students	227	0.0%	Very Low	3.1%	Lower	187	0.0%	0.0	Maintained	Blue	3.5%	Lower	146	0.0%	0.0	Maintained	Blue	3.2%	Lower
African American/Black	122	0.0%	Very Low	7.9%	Lower	100	0.0%	0.0	Maintained	Blue	8.8%	Lower	77	0.0%	0.0	Maintained	Blue	8.4%	Lower
English Learner	20	0.0%	Very Low	3.2%	--	18	0.0%	0.0	Maintained	--	3.7%	--	13	0.0%	0.0	Maintained	--	3.4%	--
Latino	91	0.0%	Very Low	3.3%	Lower	83	0.0%	0.0	Maintained	Blue	3.8%	Lower	63	0.0%	0.0	Maintained	Blue	3.4%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	13	0.0%	0.0	Maintained	--	8.1%	--
Socioeconomically Disadvantaged	223	0.0%	Very Low	4.0%	Lower	184	0.0%	0.0	Maintained	Blue	4.5%	Lower	135	0.0%	0.0	Maintained	Blue	4.0%	Lower
Students with Disabilities	34	0.0%	Very Low	5.4%	Lower	28	0.0%	0.0	Maintained	--	5.9%	--	32	0.0%	0.0	Maintained	--	5.4%	Lower
Two or More	12	0.0%	Very Low	2.9%	--	3	*	*	*	*	3.3%	*	4	*	*	*	*	3.0%	*

Data Sources: California School Dashboard Research data files.

CATCH Prep Charter High, Inc.

Board District: 1 | Region: South | Location Code: 8654

CA School Dashboard: Graduation Rate Indicator

This report shows the combined four- and five-year graduation rate for comprehensive (or traditional) high schools and Dashboard Alternative School Status (DASS) schools for all student groups in grades 9-12. This rate is based on the number of high school students who graduate with a regular high school diploma in either four or five years. The 2024 Graduation Rate Indicator includes students from the most recent graduation cohort (Class of 2024) as well as students from the prior cohort (Class of 2023) who graduated in their fifth year of high school in 2022-24. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

Graduation Rate Indicator - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	Graduation Rate	Status Level	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State
All Students	59	93.2%	High	87.4%	Higher	46	89.1%	-4.1	Declined	Orange	86.4%	Higher	33	84.8%	-4.3	Declined	Orange	86.7%	Lower
African American/Black	39	89.7%	Medium	79.5%	Higher	25	84.0%	-5.7	Declined Significantly	--	78.5%	--	16	81.3%	-2.8	Declined	--	79.1%	--
Latino	16	100.0%	Very High	85.3%	--	20	95.0%	-5.0	Declined	--	84.2%	--	17	88.2%	-6.8	Declined Significantly	--	85.3%	--
Socioeconomically Disadvantaged	59	93.2%	High	85.1%	Higher	46	89.1%	-4.1	Declined	Orange	83.7%	Higher	32	87.5%	-1.6	Declined	Orange	84.4%	Higher

Data Sources: California School Dashboard Research data files.

CATCH Prep Charter High, Inc.

Board District: 1 | Region: South | Location Code: 8654

Enrollment Report

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

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

Enrollment by Ethnicity and Student Group						
	2023-2024			2024-2025		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	123	529,902	5,837,690	125	516,685	5,806,221
F/R Meal	95.9%	80.6%	61.6%	99.2%	81.9%	62.7%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A
English Learner	8.9%	20.1%	18.4%	4.8%	18.6%	17.4%
Foster Youth	0.8%	0.6%	0.5%	2.4%	0.5%	0.5%
Homeless Youth	0.8%	2.1%	3.6%	0.8%	2.7%	4.0%
Socioeconomically Disadvantaged	95.9%	81.3%	62.7%	99.2%	82.4%	63.6%
Students w/ Disabilities	22.0%	14.8%	13.7%	19.2%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	49.6%	7.3%	4.9%	53.6%	7.1%	4.9%
American Indian or Alaska Native	1.6%	0.1%	0.4%	1.6%	0.1%	0.4%
Asian	0.0%	3.4%	9.9%	0.0%	3.3%	10.1%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%
Latino	47.2%	73.8%	56.1%	44.0%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	0.0%	9.8%	20.3%	0.0%	9.7%	20.0%
Two or More Races	1.6%	2.0%	4.6%	0.8%	2.1%	4.8%
Not Reported	0.0%	1.8%	1.1%	0.0%	2.2%	1.2%

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

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

CATCH Prep Charter High, Inc.

Board District: 1 | Region: South | Location Code: 8654

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

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

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	11	21.6%	17,921	7.3%	226,508	11.1%	5	12.8%	15,302	6.5%	211,186	10.6%	3	8.8%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	0	0.0%	17,295	7.1%	144,189	7.1%	0	0.0%	15,717	6.7%	136,188	6.8%	0	0.0%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	0	0.0%	60,457	24.7%	505,486	24.8%	0	0.0%	60,574	25.7%	519,651	26.0%	3	8.8%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	6	11.8%	18,850	7.7%	236,319	11.6%	6	15.4%	14,725	6.2%	207,768	10.4%	0	0.0%	13,775	6.2%	178,306	9.3%
EL Total	17	33.3%	114,523	46.8%	1,112,502	54.5%	11	28.2%	106,318	45.0%	1,074,793	53.8%	6	17.6%	95,959	43.3%	1,009,030	52.6%
RFEP	34	66.7%	130,377	53.2%	927,694	45.5%	28	71.8%	129,789	55.0%	924,422	46.2%	28	82.4%	125,465	56.7%	909,298	47.4%
Total Ever EL	51	100.0%	244,900	100.0%	2,040,196	100.0%	39	100.0%	236,107	100.0%	1,999,215	100.0%	34	100.0%	221,424	100.0%	1,918,328	100.0%

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

CATCH Prep Charter High, Inc.

Board District: 1 | Region: South | Location Code: 8654

Students with Disabilities Report

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

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	123			529,902			125			516,685		
Students with Disabilities	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	27	100%	22%	78,319	100%	14.8%	24	100%	19.2%	80,505	100%	15.6%
High Incidence	26	96.3%	21.1%	52,153	66.6%	9.8%	24	100%	19.2%	52,412	65.1%	10.1%
Low Incidence	1	3.7%	0.8%	26,162	33.4%	4.9%	0	0%	0%	28,084	34.9%	5.4%
Autism	0	0%	0%	18,713	23.9%	3.5%	0	0%	0%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Emotional Disturbance	0	0%	0%	1,148	1.5%	0.2%	0	0%	0%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	0	0%	0%	971	1.2%	0.2%	0	0%	0%	931	1.2%	0.2%
Intellectual Disability	0	0%	0%	3,393	4.3%	0.6%	0	0%	0%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	6	22.2%	4.9%	10,930	14%	2.1%	8	33.3%	6.4%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0%	0%	533	0.7%	0.1%	0	0%	0%	434	0.5%	0.1%
Specific Learning Disability	19	70.4%	15.4%	29,615	37.8%	5.6%	16	66.7%	12.8%	29,368	36.5%	5.7%
Speech or Language Impairment	1	3.7%	0.8%	11,608	14.8%	2.2%	0	0%	0%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	1	3.7%	0.8%	185	0.2%	0%	0	0%	0%	175	0.2%	0%

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

ATTACHMENT C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
CATCH Prep Charter High, Inc.
BOARD OF EDUCATION REPORT 124-25/26
November 17, 2025

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2026 until June 30, 2031 to serve up to 300 students in grades 9-12 by the end of the charter term.

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

III. Proposed Change:
The approval of this charter petition would renew the charter of CATCH Prep Charter High, Inc. for five (5) years beginning July 1, 2026 until June 30, 2031.

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

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

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:
Sunserae Keaton
SUNSERAE KEATON
Specialist
Charter Schools Division

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

TAB 6

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

Board of Education Report

File #: Rep-128-25/26, **Version:** 1 **Agenda Date:** 11/17/2025
In Control: Charter Schools Division

Approval of the Renewal Petition for Extera Public School No. 2 [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Extera Public School No. 2) Recommends approval of the renewal petition for Extera Public School No. 2, a Start-Up Independent charter school, located in Board District 2 and Region East, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 245 students in grades TK-5 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Extera Public School No. 2 ("Charter School"), a Start-Up Independent charter school, located in Board District 2 and Region East, for five (5) years, beginning July 1, 2026 until June 30, 2031, to serve up to 245 students in grades TK-5 in each year of the charter term. The school is requesting to reduce enrollment capacity from 432 to 245 students to align with its enrollment projections based on its enrollment trends in the current term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
Extera Public School No. 2 is a TK-5 school currently serving 108 students on a District Prop. 39 co-location at 4112 E. Olympic Blvd., Los Angeles, CA, 90023 in Board District 2 and Region East. Extera Public School No. 2 was originally approved by the LAUSD Board of Education on January 15, 2013. On December 5, 2017, the charter school was renewed for a five-year term to serve 432 students in grades TK-5. 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 Extera Public School No. 2 expires June 30, 2026.

On August, 20, 2025, Extera Public School No. 2 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 18, 2025.

An initial Public Hearing was held on October 14, 2025.

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

Due Diligence:
Current Extera Public School No. 2 governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A confidential due diligence

review of the charter school and its governing organization, school leader and financial manager, was performed by the Office of the Inspector General, and to the extent any material concerns were identified by the Office of the Inspector General, such information was forwarded to District staff for further assessment.

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

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

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

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

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

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

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal charter petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2026.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny

the renewal charter petition, Charter School would not be authorized to continue operations as a charter school. The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 128-25/26, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of Charter School renewal petition.

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

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

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

unspent special education funds of the previous fiscal year.

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

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

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

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

Attachments:
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Extera Public School No. 2 Data Set
Attachment C - Desegregation Impact Statement

Budget, Petition, and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1fDzYGRMvwX3IugyDYmX45Tnh0Qm90fm8?usp=sharing>

Submitted:
10/23/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

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

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

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ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT

RENEWAL PETITION

Board of Education Report 128-25/26
November 17, 2025

School Name:	**Extera Public School No. 2**		BOARD IS REQUIRED TO TAKE ACTION BY: **November 18, 2025**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Extera Public Schools**		
Location Code:	**2272**		
Type of Site(s):	**District-Proposition 39 Co-Location**		
Site Address(es):	**4112 E. Olympic Blvd., Los Angeles, CA 90023 (Eastman Avenue Elementary)**		
Board District(s):	**2**	Region(s):	**East**
Grade Levels Served:	**TK-5**	Current Enrollment:	**108**
Grade Levels Authorized in Current Charter:	**TK-5**	Approved Enrollment in Current Charter:	**432 (see proposed change in "Action Proposed" below)**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval for a five (5)-year term (2026-2031)**		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Extera Public School No. 2 ("EPS No. 2" or "Charter School"), located in Board District 2 and Region East, for a term of five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 245 students in grades TK-5 in each year of the charter term. The school is requesting to reduce enrollment capacity from 432 to 245 students to align with its enrollment projections based on its enrollment trends in the current term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

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

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

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

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

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

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

Charter Petition Requirement:

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

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

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

III. GENERAL SCHOOL INFORMATION

A. School History

	Extera Public School No. 2
Initial Authorization:	On January 15, 2013, Extera Public School No. 2 was authorized by the LAUSD Board of Education to serve 432 students in grades K-5.
Most Recent Renewal	The charter was renewed on December 5, 2017 for a five-year term (July 1, 2018 - June 30, 2023) to serve up to 432 students in grades TK-5. 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 Extera Public School No. 2 expires June 30, 2026.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	On December 5, 2017, as part of the school's most recent renewal, the LAUSD Board of Education issued the following academic benchmarks to Extera Public School No. 2: The school shall provide a written status report to the Charter Schools Division no later than December 1 of each year of the charter term (after CAASPP (SBAC) scores have been released by the CDE) that addresses the following: Achieve growth of at least one performance level per academic year on both English Language Arts and Mathematics indicators for measuring "Academic Performance" on California School Dashboard, as reported by the California Department of Education (CDE) for English Learners, with the goal of achieving and maintaining the "Green" performance level or higher on each of these indicators. Please see the "Additional Information" section below.
Submission of Renewal Petition Application:	Extera Public School No. 2 submitted its renewal petition application on August 20, 2025. The 90-day statutory timeline for Board action on the petition runs through November 18, 2025.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Extera Public School No. 2 implements its own Master Plan for English Learners and Standard English Learners.

	Extera Public School No. 2
Special Education SELPA	Extera Public School No. 2 participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Extera Public School No. 2 is operated by Extera Public Schools, a California nonprofit public benefit corporation that also operates one other LAUSD-authorized charter school.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Extera Public School No. 2 has been identified by the state as a Middle performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard, and whether there was clear and convincing verified data evidence showing the school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School's Dashboard performance was higher than the state in both ELA and Math, but lower on the English Language Progress Indicator (ELPI). The charter school did not provide verified data for consideration as part of its renewal application.

Please see the Extera Public School No. 2 data sets.

b. Measurements of Academic Performance on the California School Dashboard

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

Extera Public School No. 2

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

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

c. English Language Arts Indicator

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

Extera Public School No. 2- - English Language Arts Indicator - 2021-2022

Extera Public School No. 2 Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Low**	**-23.9**	**Low**	**-12.2**	**Lower**
Latino	Met	Low	-23.6	Low	-38.6	Higher
English Learner	Met	Low	-35.3	Low	-61.2	Higher
Socioeconomically Disadvantaged	Met	Low	-23.7	Low	-41.4	Higher
Students with Disabilities	Met	Very Low	-71.4	Very Low	-97.3	Higher

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

Extera Public School No. 2- - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-38.2**	**-14.3**	**Orange**	**-13.6**	**Lower**
Latino	Met	Orange	-37.6	-14.1	Orange	-40.2	Higher
English Learner	Met	Orange	-63.3	-28.0	Orange	-67.7	Higher
Socioeconomically Disadvantaged	Met	Orange	-38.2	-14.5	Orange	-42.6	Higher

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

Extera Public School No. 2 - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**-32.9**	**5.3**	**Orange**	**-13.2**	**Lower**
Latino	Met	Yellow	-34.0	3.7	Orange	-39.3	Higher
English Learner	Met	Yellow	-44.2	19.1	Orange	-67.6	Higher
Socioeconomically Disadvantaged	Met	Yellow	-32.9	5.3	Orange	-40.9	Higher
Students with Disabilities	Met	No Performance Color	-57.6	15.8	Red	-95.6	Higher

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

d. Math Indicator

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

Extera Public School No. 2 - 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**	**-54.5**	**Low**	**-51.7**	**Lower**
Latino	Met	Low	-54.4	Low	-83.4	Higher
English Learner	Met	Low	-49.6	Low	-92.0	Higher
Socioeconomically Disadvantaged	Met	Low	-54.7	Low	-84.0	Higher
Students with Disabilities	Met	Low	-83.5	Very Low	-130.8	Higher

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

Extera Public School No. 2 - 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**	**-45.5**	**9.1**	**Orange**	**-49.1**	**Higher**
Latino	Met	Yellow	-45.2	9.1	Orange	-80.8	Higher
English Learner	Met	Orange	-51.0	-1.4	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Yellow	-45.5	9.2	Yellow	-80.8	Higher

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

Extera Public School No. 2 - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**-29.7**	**15.8**	**Orange**	**-47.6**	**Higher**
Latino	Met	Yellow	-29.6	15.6	Orange	-79.2	Higher
English Learner	Met	Yellow	-41.9	9.0	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Yellow	-29.7	15.8	Orange	-78.2	Higher
Students with Disabilities	Met	No Performance Color	-61.3	-23.3	Red	-124.3	Higher

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

e. <u>English Learner Progress Indicator</u>

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's English Learner Progress Rate was higher than the state. In 2023 and 2024 on the ELPI, the charter school's English Learner progress rate was lower than the state.

In order to increase student outcomes on the ELPI, school leaders report revising the master schedule to increase intervention before, during and after school. In addition, the school provided professional development in English Language Development for teachers and staff.

Extera Public School No. 2 - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	High	64.1%	Medium	50.3%	Higher

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

Extera Public School No. 2 - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Orange	47.7%	-16.3%	Yellow	48.7%	Lower

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

Extera Public School No. 2 - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Orange	40.5%	-7.3%	Orange	45.7%	Lower

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

f. College/Career Indicator
Non applicable

g. Chronic Absenteeism Indicator
On the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism for All Students was lower than the state in 2022, and higher in 2023 and 2024. In 2022, 2023, and 2024 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was lower than the state for all numerically significant student groups.

h. Graduation Indicator [HS only]
Not applicable

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

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

k. Additional Information
As noted above, EPS No. 2 has one (1) benchmark related to academics in its current term. The following summarizes the outcomes of the benchmark for each of the seven years (2018-2025) of the current charter term.

Note: Annual benchmark status updates are based on prior year(s) performance outcomes. For example, benchmarks that require performance level growth (as reported for the years in the table(s) below) are based on available data from the preceding two school years (e.g., 2019-2020 benchmark status is based on 2018 CA Dashboard data and 2019 CA Dashboard data). As CA Dashboard data is unavailable for the 2019-2020 and 2020-2021 school years due to statewide assessment disruptions caused by the COVID-19 pandemic, "No Update" is indicated for applicable benchmarks for 2020-2021, 2021-2022, and 2022-2023.

Benchmark: *The school shall provide a written status report to the Charter Schools Division no later than December 1 of each year of the charter term (after CAASP (SBAC) scores have been released by the CDE) that addresses the following: Achieve growth of at least one performance level per academic year on both English Language Arts and Mathematics indicators for measuring "Academic Performance" on California School Dashboard, as reported by the California Department of Education (CDE) for English Learners, with the goal of achieving and maintaining the "Green" performance level or higher on each of these indicators.*

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

Benchmark was met in 2018-2019 and 2024-2025. It was not met in 2019-2020 and 2023-2024 as the school did not demonstrate an increase of at least one performance level for English Learners on both the ELA and Math California School Dashboard indicators. There was no update in 2020-2021, 2021-2022, and 2022-2023.

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 Extera Public School No. 2 outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

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

b. Student Achievement and Educational Performance

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

c. Organizational Management, Programs, and Operations

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

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	*Developing*
2024-2025	*Proficient*
Concerns	The rating of *Developing* in 2023-2024 was primarily due to a material weakness cited in Extera Public Schools' 2022-2023 independent audit report related to Financial Statement Preparation - Restatement. Extera Public Schools took actions to address this audit finding, which did not recur in the charter operator's 2023-2024 independent audit report.

VI. VERIFIED DATA

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

Extera Public School No. 2 did not submit verified data for consideration as part of its renewal application.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Extera Public School No. 2's fiscal condition is positive.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Unaudited Actuals)
Net Assets	$2,262,257	$2,297,590	$2,679,449	$2,973,750[1]	$1,349,057
Net Income/Loss	$501,476	$35,333	$324,917	$294,301	($1,624,693)[2]
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$56,942[1]	$0	$0
Norm Enrollment [A]	382	279	216	184	120

[1] The Prior Year Adjustment of $56,942 reported in the 2022-2023 audit report reflected a restatement of previously understated receivables to properly present the net asset balance as of June 30, 2022.

[2] According to Extera Public Schools, the net loss of ($1,624,693) reported in Fiscal Year 2024-2025 Unaudited Actuals is primarily due to one-time project expenses incurred from a previously planned purchase and construction of a new private school site. This project did not materialize because Los Angeles County denied the conditional use permit application to rezone the property. The Extera Public Schools Executive Director further noted that the project expenses were paid from Charter School's fund reserve rather than operating funds.

[A] Extera Public School No. 2 reported 108 Norm Enrollment for Fiscal Year 2025-2026. Extera Public School No. 2 proposes to decrease its enrollment capacity to 245 for its renewal charter term. See Section **I. ACTION PROPOSED** above. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

b. 2023-2024 Independent Audit Report
Audit Opinion: Unmodified/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.

Extera Public Schools					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
2	2	$6,535,936	$375,307	$0	$0

ATTACHMENT B

Extera Public School No. 2

Board District: 2 | Region: East | Location Code: 2272

CA School Dashboard: Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023							Dashboard 2024							
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	99%	153	-23.9	Low	-12.2	Lower	100%	118	-38.2	-14.3	Declined	Orange	-13.6	Lower	100%	107	-32.9	5.3	Increased	Yellow	-13.2	Lower
English Learner	99%	75	-35.3	Low	-61.2	Higher	100%	44	-63.3	-28.0	Declined Significantly	Orange	-67.7	Higher	100%	45	-44.2	19.1	Increased Significantly	Yellow	-67.6	Higher
Latino	99%	152	-23.6	Low	-38.6	Higher	100%	117	-37.6	-14.1	Declined	Orange	-40.2	Higher	100%	106	-34.0	3.7	Increased	Yellow	-39.3	Higher
Socioeconomically Disadvantaged	99%	148	-23.7	Low	-41.4	Higher	100%	118	-38.2	-14.5	Declined	Orange	-42.6	Higher	100%	107	-32.9	5.3	Increased	Yellow	-40.9	Higher
Students with Disabilities	97%	30	-71.4	Very Low	-97.3	Higher	100%	25	-73.4	-2.0	Maintained	--	-96.3	--	100%	30	-57.6	15.8	Increased Significantly	--	-95.6	Higher

Data Sources: California School Dashboard Research data files.

Extera Public School No. 2

Board District: 2 | Region: East | Location Code: 2272

CA School Dashboard: Academic Performance - Math

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

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023								Dashboard 2024						
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	99%	153	-54.5	Low	-51.7	Lower	100%	118	-45.5	9.1	Increased	Yellow	-49.1	Higher	100%	107	-29.7	15.8	Increased Significantly	Yellow	-47.6	Higher
English Learner	99%	75	-49.6	Low	-92.0	Higher	100%	44	-51.0	-1.4	Maintained	Orange	-93.4	Higher	100%	45	-41.9	9.0	Increased	Yellow	-93.4	Higher
Latino	99%	152	-54.4	Low	-83.4	Higher	100%	117	-45.2	9.1	Increased	Yellow	-80.8	Higher	100%	106	-29.6	15.6	Increased Significantly	Yellow	-79.2	Higher
Socioeconomically Disadvantaged	99%	148	-54.7	Low	-84.0	Higher	100%	118	-45.5	9.2	Increased	Yellow	-80.8	Higher	100%	107	-29.7	15.8	Increased Significantly	Yellow	-78.2	Higher
Students with Disabilities	97%	30	-83.5	Low	-130.8	Higher	100%	25	-38.0	45.5	Increased Significantly	--	-127.3	--	100%	30	-61.3	-23.3	Declined Significantly	--	-124.3	Higher

Data Sources: California School Dashboard Research data files.

Extera Public School No. 2

Board District: 2 | Region: East | Location Code: 2272

CA School Dashboard: English Learner Progress Indicator (ELPI)

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

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

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	ELPI	Status Level	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State
English Learner	64	64.1%	High	50.3%	Higher	44	47.7%	-16.3	Declined Significantly	Orange	48.7%	Lower	42	40.5%	-7.3	Declined	Orange	45.7%	Lower

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2022	EL	64.1%	0%	17.2%	18.8%	47.5%	2.8%	31.4%	18.3%
2023	EL	47.7%	0%	22.7%	29.5%	45.7%	2.3%	32.2%	18.3%
2024	EL	40.5%	0%	33.3%	26.2%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	--	--	--	--	41.6%	3.4%	28.5%	24.7%

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

Summative ELPAC Participation Rate Report									
		School				State of California			
End Year	Student Group	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%
2022	EL	83	87	95.4%	Y	1,052,513	1,088,734	96.7%	Y
2023	EL	64	65	98.5%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	--	--	--	--	193,182	202,530	95.4%	Y
2024	EL	55	55	100.0%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	--	--	--	--	182,603	190,459	95.9%	Y

Extera Public School No. 2

Board District: 2 | Region: East | Location Code: 2272

CA School Dashboard: Chronic Absenteeism

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

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

Chronic Absenteeism - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	Chronic Absenteeism	Status Level	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	282	26.6%	Very High	30.0%	Lower	225	24.9%	-1.7	Declined	Orange	24.3%	Higher	187	19.3%	-5.6	Declined Significantly	Yellow	18.6%	Higher
English Learner	89	31.5%	Very High	33.6%	Lower	69	17.4%	-14.1	Declined	Yellow	26.3%	Lower	57	14.0%	-3.4	Declined	Yellow	20.1%	Lower
Latino	280	26.4%	Very High	35.8%	Lower	222	25.2%	-1.2	Declined	Orange	28.4%	Lower	184	18.5%	-6.7	Declined Significantly	Yellow	21.7%	Lower
Socioeconomically Disadvantaged	261	26.8%	Very High	37.4%	Lower	223	25.1%	-1.7	Declined	Orange	29.9%	Lower	187	19.3%	-5.9	Declined Significantly	Yellow	23.4%	Lower
Students with Disabilities	51	29.4%	Very High	39.6%	Lower	49	28.6%	-0.8	Declined	Orange	33.1%	Lower	41	24.4%	-4.2	Declined	Orange	26.3%	Lower

Data Sources: California School Dashboard Research data files.

Extera Public School No. 2

Board District: 2 | Region: East | Location Code: 2272

CA School Dashboard: Suspension Rate Indicator

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

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

Suspension Rate Indicator - CA School Dashboard Indicator																			
	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	Students	Suspension Rate	Status Level	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State
All Students	286	0.7%	Low	3.1%	Lower	225	1.8%	1.1	Increased	Orange	3.5%	Lower	192	0.5%	-1.3	Declined Significantly	Blue	3.2%	Lower
English Learner	91	2.2%	Medium	3.2%	Lower	69	1.4%	-0.7	Declined	Green	3.7%	Lower	59	0.0%	-1.4	Declined	Blue	3.4%	Lower
Latino	283	0.7%	Low	3.3%	Lower	222	1.8%	1.1	Increased	Orange	3.8%	Lower	189	0.0%	-1.8	Declined Significantly	Blue	3.4%	Lower
Socioeconomically Disadvantaged	263	0.8%	Low	4.0%	Lower	223	1.8%	1.0	Increased	Orange	4.5%	Lower	191	0.5%	-1.3	Declined Significantly	Blue	4.0%	Lower
Students with Disabilities	52	1.9%	Medium	5.4%	Lower	49	2.0%	0.1	Maintained	Yellow	5.9%	Lower	41	0.0%	-2.0	Declined	Blue	5.4%	Lower

Data Sources: California School Dashboard Research data files.

Extera Public School No. 2

Board District: 2 | Region: East | Location Code: 2272

Enrollment Report

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

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

Enrollment by Ethnicity and Student Group						
	2023-2024			2024-2025		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	184	529,902	5,837,690	121	516,685	5,806,221
F/R Meal	100.0%	80.6%	61.6%	100.0%	81.9%	62.7%
GATE	0.0%	11.6%	N/A	0.8%	13.0%	N/A
English Learner	30.4%	20.1%	18.4%	38.8%	18.6%	17.4%
Foster Youth	1.6%	0.6%	0.5%	0.8%	0.5%	0.5%
Homeless Youth	0.0%	2.1%	3.6%	0.0%	2.7%	4.0%
Socioeconomically Disadvantaged	100.0%	81.3%	62.7%	100.0%	82.4%	63.6%
Students w/ Disabilities	18.5%	14.8%	13.7%	17.4%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	0.0%	7.3%	4.9%	0.0%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.0%	3.4%	9.9%	0.0%	3.3%	10.1%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%
Latino	98.4%	73.8%	56.1%	98.3%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	1.6%	9.8%	20.3%	1.7%	9.7%	20.0%
Two or More Races	0.0%	2.0%	4.6%	0.0%	2.1%	4.8%
Not Reported	0.0%	1.8%	1.1%	0.0%	2.2%	1.2%

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

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

Extera Public School No. 2

Board District: 2 | Region: East | Location Code: 2272

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

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

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	0	0.0%	17,921	7.3%	226,508	11.1%	0	0.0%	15,302	6.5%	211,186	10.6%	0	0.0%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	15	12.0%	17,295	7.1%	144,189	7.1%	13	13.8%	15,717	6.7%	136,188	6.8%	4	6.1%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	38	30.4%	60,457	24.7%	505,486	24.8%	36	38.3%	60,574	25.7%	519,651	26.0%	30	45.5%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	9	7.2%	18,850	7.7%	236,319	11.6%	7	7.4%	14,725	6.2%	207,768	10.4%	13	19.7%	13,775	6.2%	178,306	9.3%
EL Total	62	49.6%	114,523	46.8%	1,112,502	54.5%	56	59.6%	106,318	45.0%	1,074,793	53.8%	47	71.2%	95,959	43.3%	1,009,030	52.6%
RFEP	63	50.4%	130,377	53.2%	927,694	45.5%	38	40.4%	129,789	55.0%	924,422	46.2%	19	28.8%	125,465	56.7%	909,298	47.4%
Total Ever EL	125	100.0%	244,900	100.0%	2,040,196	100.0%	94	100.0%	236,107	100.0%	1,999,215	100.0%	66	100.0%	221,424	100.0%	1,918,328	100.0%

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

Extera Public School No. 2

Board District: 2 | Region: East | Location Code: 2272

Students with Disabilities Report

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

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	**184**			**529,902**			**121**			**516,685**		
Students with Disabilities	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	34	100%	18.5%	78,319	100%	14.8%	21	100%	17.4%	80,505	100%	15.6%
High Incidence	26	76.5%	14.1%	52,153	66.6%	9.8%	16	76.2%	13.2%	52,412	65.1%	10.1%
Low Incidence	8	23.5%	4.3%	26,162	33.4%	4.9%	5	23.8%	4.1%	28,084	34.9%	5.4%
Autism	7	20.6%	3.8%	18,713	23.9%	3.5%	5	23.8%	4.1%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Emotional Disturbance	0	0%	0%	1,148	1.5%	0.2%	0	0%	0%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	1	2.9%	0.5%	971	1.2%	0.2%	0	0%	0%	931	1.2%	0.2%
Intellectual Disability	0	0%	0%	3,393	4.3%	0.6%	0	0%	0%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	6	17.6%	3.3%	10,930	14%	2.1%	4	19%	3.3%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0%	0%	533	0.7%	0.1%	0	0%	0%	434	0.5%	0.1%
Specific Learning Disability	11	32.4%	6%	29,615	37.8%	5.6%	4	19%	3.3%	29,368	36.5%	5.7%
Speech or Language Impairment	9	26.5%	4.9%	11,608	14.8%	2.2%	8	38.1%	6.6%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	0	0%	0%	185	0.2%	0%	0	0%	0%	175	0.2%	0%

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

ATTACHMENT C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
Extera Public School No 2
BOARD OF EDUCATION REPORT 128 - 25/26
November 17, 2025

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2026 until June 30, 2031 to serve up to 245 students in grades TK-5 in each year of the charter term.

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

III. Proposed Change:
The approval of this charter petition would renew the charter of Extera Public School No 2 for five (5) years beginning July 1, 2026 until June 30, 2031.

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

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

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

FABIOLA GARCIA DE ALBA
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

TAB 7

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

Board of Education Report

File #: Rep-127-25/26, **Version:** 1 **Agenda Date:** 11/17/2025
In Control: Charter Schools Division

Approval of the Renewal Petition for Equitas Academy 5 [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Equitas Academy 5) Recommends approval of the renewal petition for Equitas Academy 5, a Start-Up Independent charter school, located in Board District 5 and Region West, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 500 students in grades TK-4 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Equitas Academy 5 ("Charter School"), a Start-Up Independent charter school, located in Board District 5 and Region West, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 500 students in grades TK-4 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:
Equitas Academy 5 is a TK-4 school currently serving 178 students on a private facility at 1612 Pico Blvd., Los Angeles, CA, 90015 in Board District 5 and Region West. Equitas Academy 5 was originally approved by the LAUSD Board of Education on November 7, 2017. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Equitas Academy 5 expires June 30, 2026.

On August 20, 2025, Equitas Academy 5 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 18, 2025.

An initial Public Hearing was held on October 14, 2025.

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

Due Diligence:
Current Equitas Academy 5 governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A confidential due diligence review of the charter school and its governing organization, school leader and financial manager, was performed by the Office of the Inspector General, and to the extent any material concerns were identified by the Office of the Inspector General, such information was forwarded to District staff for further assessment.

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

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

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

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

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

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

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal charter petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2026.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal charter petition, Charter School would not be authorized to continue operations as a charter school. The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles

County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 127-25/26, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of Charter School renewal petition.

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

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

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

In addition to the payments required under this option, Charter School may request specific special education

related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

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

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

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

Attachments:
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Equitas Academy 5 Data Set
Attachment C - Equitas Academy 5 RSM Data
Attachment D - Desegregation Impact Statement

Budget, Petition, and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1a--bE-SFhzIycuzk7jrXe3z0_8BW4QBA?usp=sharing>

Submitted:
10/23/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

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

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

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ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT

RENEWAL PETITION

Board of Education Report 127-25/26
November 17, 2025

School Name:	**Equitas Academy 5**		BOARD IS REQUIRED TO TAKE ACTION BY: **November 18, 2025**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Equitas Academy Charter School, Inc.**		
Location Code:	**5265**		
Type of Site(s):	**Private**		
Site Address(es):	**1612 Pico Blvd., Los Angeles, CA 90015**		
Board District(s):	**5**	Region(s):	**West**
Grade Levels Served:	**TK-4**	Current Enrollment:	**178**
Grade Levels Authorized in Current Charter:	**TK-4**	Approved Enrollment in Current Charter:	**500**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval for a five (5)-year term (2026-2031)**		
PROPOSED BENCHMARKS:	**None**		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Equitas Academy 5 ("Charter School"), located in Board District 5 and Region West, for a term of five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 500 students in grades TK-4 in each year of the charter term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

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

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

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

Charter Petition Requirement:

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

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

III. GENERAL SCHOOL INFORMATION

A. School History

	Equitas Academy 5
Initial Authorization:	On November 7, 2017, Equitas Academy 5 was authorized by the LAUSD Board of Education to serve 500 students in grades TK-4.
Most Recent Renewal	This is the charter school's first consideration for renewal. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Equitas Academy 5 expires June 30, 2026.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Equitas Academy 5 submitted its renewal petition application on August 20, 2025. The 90-day statutory timeline for Board action on the petition runs through November 18, 2025.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Equitas Academy 5 implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Equitas Academy 5 participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Equitas Academy 5 is operated by Equitas Academy Charter School, Inc., a California nonprofit public benefit corporation that also operates six (6) other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Equitas Academy 5 has been identified by the state as a Middle performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard, and whether there was clear and convincing verified data evidence showing the school demonstrated measurable increases in academic achievement, as

defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School's Dashboard performance was lower than the state in ELA, but higher than the state in Math and on the English Language Progress Indicator (ELPI). The charter school provided two years of verified data in ELA and Math demonstrating mixed results, incomplete student group data, and participation rate concerns. Further analysis in ELA demonstrated higher outcomes for the charter school when compared to Resident Schools.

Please see the attached Equitas Academy 5 data sets and Verified Data Reports.

b. Measurements of Academic Performance on the California School Dashboard

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

Equitas Academy 5 Dashboard Indicators

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	Low	Low	High	Not Applicable	Very High	Not Applicable	Very Low
2022-2023	No Performance Color	No Performance Color	Red	Not Applicable	Red	Not Applicable	Blue
2023-2024	Orange	Orange	Green	Not Applicable	Yellow	Not Applicable	Blue

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

c. English Language Arts Indicator

Equitas Academy 5 was assigned a "Status Level" in 2022 through the application of the state's "Pair and Share" methodology for the ELA indicator. Schools assigned "Pair and Share" data only receive schoolwide performance data and do not receive student group performance data. In 2022 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was lower than the state for All Students. In 2023 and 2024 in ELA, the charter school's DFS was lower than the state for All Students, and lower than the state for two of three numerically significant student groups.

Equitas Academy 5 - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Not Applicable**	**Low**	**-37.4**	**Low**	**-12.2**	**Lower**

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

Equitas Academy 5 - 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**	**No Performance Color**	**-48.6**	**Not Applicable**	**Orange**	**-13.6**	**Lower**
Latino	Met	No Performance Color	-46.8	Not Applicable	Orange	-40.2	Lower
English Learner	Met	No Performance Color	-54.4	Not Applicable	Orange	-67.7	Higher
Socioeconomically Disadvantaged	Met	No Performance Color	-51.3	Not Applicable	Orange	-42.6	Lower

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

Equitas Academy 5 - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-50.5**	**-1.9**	**Orange**	**-13.2**	**Lower**
Latino	Met	Orange	-50.0	-3.2	Orange	-39.3	Lower
English Learner	Met	Yellow	-49.1	5.3	Orange	-67.6	Higher
Socioeconomically Disadvantaged	Met	Orange	-51.4	-0.1	Orange	-40.9	Lower

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

d. Math Indicator

Equitas Academy 5 was assigned a "Status Level" in 2022 through the application of the state's "Pair and Share" methodology for the Math indicator. Schools assigned "Pair and Share" data only receive schoolwide performance data and do not receive student group performance data. In 2022 in Math, the charter school's DFS was higher than the state for All Students. In 2023 and 2024 in Math, the charter school's DFS was higher than the state for All Students, and higher than the state for all numerically significant student groups.

Equitas Academy 5 - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Not Applicable**	**Low**	**-29.9**	**Low**	**-51.7**	**Higher**

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

Equitas Academy 5 - 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**	**No Performance Color**	**-36.4**	**Not Applicable**	**Orange**	**-49.1**	**Higher**
Latino	Met	No Performance Color	-36.5	Not Applicable	Orange	-80.8	Higher
English Learner	Met	No Performance Color	-33.5	Not Applicable	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	No Performance Color	-35.9	Not Applicable	Yellow	-80.8	Higher

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)

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

Equitas Academy 5 - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-34.4**	**2.0**	**Orange**	**-47.6**	**Higher**
Latino	Met	Orange	-34.7	1.8	Orange	-79.2	Higher
English Learner	Met	Orange	-32.0	1.6	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Orange	-34.7	1.1	Orange	-78.2	Higher

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

e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's English Learner Progress Rate was higher than the state. In 2023 on the ELPI, the charter school's English Learner progress rate was lower than the state. In 2024 on the ELPI, the charter school's English Learner Progress Rate for English Learner was higher than the state's rates.

Equitas Academy 5 - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	High	57.9%	Medium	50.3%	Higher

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

Equitas Academy 5 - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Red	33.8%	-24.0%	Yellow	48.7%	Lower

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

Equitas Academy 5 - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Green	52.2%	18.3%	Orange	45.7%	Higher

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

f. College/Career Indicator

Not applicable

g. Chronic Absenteeism Indicator

In 2022, 2023, and 2024 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was higher than the state for All Students and for all numerically significant student groups, however, in 2024 the school demonstrated declines.

h. Graduation Indicator [HS only]
Not applicable

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

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

k. Additional Information
Not applicable

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

In accordance with Education Code section 47604.32, the District's Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following four categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for Equitas Academy 5 outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

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

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	*Developing*
2024-2025	*Proficient*
Concerns	The rating of *Developing* in 2023-2024 was a result of the average score of CA School Dashboard indicators.

c. Organizational Management, Programs, and Operations

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

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	*Unsatisfactory*
2024-2025	*Proficient*
Concerns	The rating of *Unsatisfactory* in 2023-2024 was primarily due to the audit findings reported in Equitas Academy Charter School, Inc.'s 2021-2022 and 2022-2023 independent audit reports, and the charter operator's negative financial condition. The organization implemented its action plan to address these audit findings, which did not repeat according to its 2023-2024 independent audit report. See further details in the Fiscal Management and Performance section below.

VI. VERIFIED DATA

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

ELA

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

Per Education Code section 47607.2 (c)(2), the SBE established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready's publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 153 students were assessed in Reading and 153 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2024-2025 assessment data appears to include at least 95% of eligible students.

For Reading, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 75%. Per the California SBE May 2023 Agenda Item #02, publisher guidance states, "Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers." Therefore, based on i-Ready's Median Progress to Typical Growth targets[1] to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth," Charter School met for All Students in Reading in 2024-2025.

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

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

i-Ready Diagnostic Growth Reading 2024-2025				
Student Groups	**Number of Students Tested**	**i-Ready Growth Target**	**Reading: Progress to Annual Typical Growth (Median)**	**One Year's Progress**
All Students Grade K-4	153	Grades K-5: 75%	130%	Met
English Learner	81	Grades K-5: 75%	98%	Met
Latino	143	Grades K-5: 75%	85%	Met
Students with Disabilities	30	Grades K-5: 75%	75%	Met

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

Charter School also submitted verified data using "MAP Growth by NWEA, Grades K-12" (NWEA) *Student Growth Summary Report* in Reading for the 2023-2024 school year. Based on NWEA's CGI range of -0.2 to 0.2, Charter School met the one year's progress for a majority of Grade Levels. Charter School did not provide student group reports for consideration as verified data.

MATH

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

Per Education Code section 47607.2 (c)(2), the SBE established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready's publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 153 students were assessed in Math and 153 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2024-2025 assessment data appears to include at least 95% of eligible students.

For Math, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 80%. Based on i-Ready's Median Progress to Typical Growth targets[2] to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth," Charter School met for All Students in Math in 2024-2025.

As seen in the table below, Charter School provided the most recent data for three student groups and all three student groups did not demonstrate one year's progress based on i-Ready's Median Progress to Typical Growth Targets in 2024-2025.

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

	i-Ready Diagnostic Growth Math 2024-2025			
Student Groups	**Number of Students Tested**	**i-Ready Growth Target**	**Math: Progress to Annual Typical Growth (Median)**	**One Year's Progress**
All Students Grade K-5	153	Grades K-5: 80%	117%	Met
English Learner	80	Grades K-5: 80%	75%	Not Met
Latino	140	Grades K-5: 80%	71%	Not Met
Students with Disabilities	29	Grades K-5: 80%	76%	Not Met

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

Charter School also submitted verified data using "MAP Growth by NWEA, Grades K-12" (NWEA) *Student Growth Summary Report* in Math for the 2023-2024 school year. Based on NWEA's CGI range of -0.2 to 0.2, Charter School met the one year's progress for a majority of Grade Levels. Charter School did not provide student group reports for consideration as verified data.

Based on the review and consideration of verified data, Equitas Academy 5 included two years of data. The 2024-2025 i-Ready data included schoolwide and student group reports (English Learner, Latino, and Students with Disabilities) for both Reading and Math. Equitas Academy 5 appears to have met 95 percent participation rate schoolwide and for all numerically significant student groups. However, the 2023-2024 MAP Growth by NWEA data does not appear to include at least 95% of eligible students.

VII. FURTHER ANALYSIS FOR MIDDLE PERFORMING CHARTER SCHOOLS

Following the review of the foregoing performance data for this charter school placing a greater weight on academic performance on the California School Dashboard, and considering Charter School provided only one year of schoolwide and student group verified data, staff determined that the school's performance in ELA requires further review.

Based on the charter school's performance on California School Dashboard in ELA and the submitted verified data by the charter school, Staff conducted a further analysis of ELA in comparison to the Resident Schools Median (RSM).[3] As indicated in the tables below, when comparing the school to the RSM, Equitas Academy 5's data indicates that its student performance on California School Dashboard in 2022, 2023, and 2024 was higher than the RSM for All Students and for all numerically significant student groups in ELA.

Resident Schools Analysis

Academic Performance Medians- English Language Arts

Equitas Academy 5 2021-2022 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Status Level**	**Charter (DFS)**	**Resident Schools Number of Students with Scores**	**Resident Schools Median Status Level**	**Resident Schools Median (DFS)**	**Charter to Resident Schools Median Comparison (DFS)**
All Students	**63**	**Low**	**-37.4**	**1,118**	**Low**	**-74.6**	**Higher**

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

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

Equitas Academy 5 2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Color**	**Charter (DFS)**	**Resident Schools Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Schools Median Comparison (DFS)**
All Students	**55**	**No Color**	**-48.6**	**983**	**Orange**	**-66.0**	**Higher**
Latino	52	No Color	-46.8	948	Orange	-65.4	Higher
English Learner	36	No Color	-54.4	674	Orange	-83.0	Higher
Socioeconomically Disadvantaged	51	No Color	-51.3	979	Orange	-65.6	Higher

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

Equitas Academy 5 2023-2024 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Color**	**Charter (DFS)**	**Resident Schools Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Schools Median Comparison (DFS)**
All Students	**105**	**Orange**	**-50.5**	**927**	**Orange**	**-59.8**	**Higher**
Latino	104	Orange	-50.0	878	Orange	-60.1	Higher
English Learner	65	Yellow	-49.1	671	Orange	-71.0	Higher
Socioeconomically Disadvantaged	103	Orange	-51.4	910	Orange	-60.9	Higher

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

VIII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Equitas Academy 5's fiscal condition is positive and has been upward trending since the 2020-2021 fiscal year.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Unaudited Actuals)
Net Assets	$534,800	$740,254	$981,626	$1,074,814	$1,099,429
Net Income/Loss	$284,152	$205,454	$241,372	$93,188	$24,615
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment [A]	112	111	174	212	181

[A] Equitas Academy 5 reported 178 Norm Enrollment for Fiscal Year (FY) 2025-2026. Equitas Academy 5 stated that it plans to increase enrollment through various means, for example, by increasing community engagement. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process

b. 2023-2024 Independent Audit Report
Audit Opinion: Unmodified/Unqualified
Material Weaknesses: None Reported
Deficiencies/Findings: None Reported
Lack of a Going Concern: None Reported

c. Other Significant Fiscal Information
The financial condition of the charter operator is summarized in the table below.

Equitas Academy Charter School, Inc. (Equitas)					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
6[1]	6[1]	$14,589,087	$776,637	($1,411,895)[2]	$33,153

[1] On May 13, 2025 the LAUSD Board of Education approved the material revision application for Collegiate Charter High School of Los Angeles, a 9-12 charter school, to transfer its operations, governance and management to Equitas, which was implemented starting July 1, 2025. Equitas will manage this high school along with six (6) other LAUSD-authorized charter schools.

[2] The Equitas charter operator (excluding related parties and charter schools) has reported negative net assets from FY 2019-2020 through FY 2023-2024—($357,410), ($1,173,152), ($1,517,815), ($1,445,048), and ($1,411,895), respectively—supported by $1,857,685 in intra-organizational borrowing from Equitas charter schools as of June 30, 2024. Equitas explained that the charter operator's negative financial condition was due to various events occurring in FY 2019-2020 through 2021-2022.

On September 9, 2025, Equitas submitted a five-year financial plan and cash flow projections showing the reversal of the charter operator's negative financial condition by the end of FY 2024-2025, including the repayment of intraorganizational borrowing, from the receipt of the Employee Retention Credit approved by the Internal Revenue Service. The projections also indicate that Equitas will maintain positive net assets and sufficient cash flow without reliance on intraorganizational borrowing. The CSD will continue to monitor Equitas' financial condition as part of its oversight process.

ATTACHMENT B

Equitas Academy 5

Board District: 5 | Region: West | Location Code: 5265

CA School Dashboard: Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023								Dashboard 2024						
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	--	63	-37.4	Low	-12.2	Lower	100%	55	-48.6	--	--	--	-13.6	Lower	100%	105	-50.5	-1.9	Maintained	Orange	-13.2	Lower
English Learner	--	--	--	--	-61.2	--	100%	36	-54.4	--	--	--	-67.7	Higher	100%	65	-49.1	5.3	Increased	Yellow	-67.6	Higher
Latino	--	--	--	--	-38.6	--	100%	52	-46.8	--	--	--	-40.2	Lower	100%	104	-50.0	-3.2	Declined	Orange	-39.3	Lower
Socioeconomically Disadvantaged	--	--	--	--	-41.4	--	100%	51	-51.3	--	--	--	-42.6	Lower	100%	103	-51.4	-0.1	Maintained	Orange	-40.9	Lower
Students with Disabilities	--	--	--	--	-97.3	--	100%	6	*	*	*	*	-96.3	*	100%	14	-45.8	--	--	--	-95.6	--

Data Sources: California School Dashboard Research data files.

Equitas Academy 5

Board District: 5 | Region: West | Location Code: 5265

CA School Dashboard: Academic Performance - Math

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

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023								Dashboard 2024						
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	--	63	-29.9	Low	-51.7	Higher	100%	55	-36.4	--	--	--	-49.1	Higher	100%	106	-34.4	2.0	Maintained	Orange	-47.6	Higher
English Learner	--	--	--	--	-92.0	--	100%	36	-33.5	--	--	--	-93.4	Higher	100%	66	-32.0	1.6	Maintained	Orange	-93.4	Higher
Latino	--	--	--	--	-83.4	--	100%	52	-36.5	--	--	--	-80.8	Higher	100%	105	-34.7	1.8	Maintained	Orange	-79.2	Higher
Socioeconomically Disadvantaged	--	--	--	--	-84.0	--	100%	51	-35.9	--	--	--	-80.8	Higher	100%	104	-34.7	1.1	Maintained	Orange	-78.2	Higher
Students with Disabilities	--	--	--	--	-130.8	--	100%	6	*	*	*	*	-127.3	*	100%	14	-9.8	--	--	--	-124.3	--

Data Sources: California School Dashboard Research data files.

Equitas Academy 5

Board District: 5 | Region: West | Location Code: 5265

CA School Dashboard: English Learner Progress Indicator (ELPI)

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

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

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	ELPI	Status Level	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State
English Learner	57	57.9%	High	50.3%	Higher	65	33.8%	-24.0	Declined Significantly	Red	48.7%	Lower	69	52.2%	18.3	Increased Significantly	Green	45.7%	Higher

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2022	EL	57.9%	0%	35.1%	7.0%	47.5%	2.8%	31.4%	18.3%
2023	EL	33.8%	0%	43.1%	23.1%	45.7%	2.3%	32.2%	18.3%
2024	EL	52.2%	0%	30.4%	17.4%	43.2%	1.9%	34.4%	19.1%

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

Summative ELPAC Participation Rate Report									
		School				State of California			
End Year	Student Group	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%
2022	EL	61	62	98.4%	Y	1,052,513	1,088,734	96.7%	Y
2023	EL	91	91	100.0%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	--	--	--	--	193,182	202,530	95.4%	Y
2024	EL	104	105	99.0%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	--	--	--	--	182,603	190,459	95.9%	Y

Equitas Academy 5

Board District: 5 | Region: West | Location Code: 5265

CA School Dashboard: Chronic Absenteeism

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

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

Chronic Absenteeism - CA School Dashboard Indicator																			
	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	Students	Chronic Absenteeism	Status Level	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	111	40.5%	Very High	30.0%	Higher	176	41.5%	0.9	Increased	Red	24.3%	Higher	223	30.5%	-11.0	Declined Significantly	Yellow	18.6%	Higher
African American/Black	4	*	*	42.9%	*	12	50.0%	--	--	--	36.4%	--	--	--	--	--	--	31.3%	--
English Learner	67	35.8%	Very High	33.6%	Higher	93	39.8%	4.0	Increased	Red	26.3%	Higher	109	32.1%	-7.7	Declined	Orange	20.1%	Higher
Latino	100	39.0%	Very High	35.8%	Higher	157	41.4%	2.4	Increased	Red	28.4%	Higher	212	30.2%	-11.2	Declined Significantly	Yellow	21.7%	Higher
Socioeconomically Disadvantaged	105	41.9%	Very High	37.4%	Higher	163	42.3%	0.4	Maintained	Red	29.9%	Higher	210	30.5%	-11.9	Declined Significantly	Yellow	23.4%	Higher
Students with Disabilities	8	*	*	39.6%	*	26	26.9%	--	--	--	33.1%	--	38	36.8%	9.9	Increased	--	26.3%	Higher

Data Sources: California School Dashboard Research data files.

Equitas Academy 5

Board District: 5 | Region: West | Location Code: 5265

CA School Dashboard: Suspension Rate Indicator

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

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

Suspension Rate Indicator - CA School Dashboard Indicator																			
	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	Students	Suspension Rate	Status Level	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State
All Students	114	0.0%	Very Low	3.1%	Lower	177	0.0%	0.0	Maintained	Blue	3.5%	Lower	228	0.0%	0.0	Maintained	Blue	3.2%	Lower
African American/Black	4	*	*	7.9%	*	12	0.0%	--	--	--	8.8%	--	--	--	--	--	--	8.4%	--
English Learner	67	0.0%	Very Low	3.2%	Lower	93	0.0%	0.0	Maintained	Blue	3.7%	Lower	113	0.0%	0.0	Maintained	Blue	3.4%	Lower
Latino	102	0.0%	Very Low	3.3%	Lower	158	0.0%	0.0	Maintained	Blue	3.8%	Lower	216	0.0%	0.0	Maintained	Blue	3.4%	Lower
Socioeconomically Disadvantaged	108	0.0%	Very Low	4.0%	Lower	164	0.0%	0.0	Maintained	Blue	4.5%	Lower	215	0.0%	0.0	Maintained	Blue	4.0%	Lower
Students with Disabilities	8	*	*	5.4%	*	26	0.0%	--	--	--	5.9%	--	39	0.0%	0.0	Maintained	--	5.4%	Lower

Data Sources: California School Dashboard Research data files.

Equitas Academy 5

Board District: 5 | Region: West | Location Code: 5265

Enrollment Report

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

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

Enrollment by Ethnicity and Student Group						
	2023-2024			2024-2025		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	214	529,902	5,837,690	184	516,685	5,806,221
F/R Meal	93.5%	80.6%	61.6%	89.7%	81.9%	62.7%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A
English Learner	48.1%	20.1%	18.4%	50.0%	18.6%	17.4%
Foster Youth	0.0%	0.6%	0.5%	1.6%	0.5%	0.5%
Homeless Youth	2.3%	2.1%	3.6%	1.1%	2.7%	4.0%
Socioeconomically Disadvantaged	94.4%	81.3%	62.7%	91.8%	82.4%	63.6%
Students w/ Disabilities	13.6%	14.8%	13.7%	17.4%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	0.0%	7.3%	4.9%	1.6%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.0%	3.4%	9.9%	2.7%	3.3%	10.1%
Filipino	0.0%	1.7%	2.2%	0.5%	1.6%	2.2%
Latino	95.8%	73.8%	56.1%	91.3%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	0.9%	9.8%	20.3%	0.5%	9.7%	20.0%
Two or More Races	0.5%	2.0%	4.6%	1.1%	2.1%	4.8%
Not Reported	2.8%	1.8%	1.1%	2.2%	2.2%	1.2%

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

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

Equitas Academy 5

Board District: 5 | Region: West | Location Code: 5265

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

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

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	0	0.0%	17,921	7.3%	226,508	11.1%	0	0.0%	15,302	6.5%	211,186	10.6%	0	0.0%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	7	6.4%	17,295	7.1%	144,189	7.1%	23	17.2%	15,717	6.7%	136,188	6.8%	12	10.5%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	83	76.1%	60,457	24.7%	505,486	24.8%	72	53.7%	60,574	25.7%	519,651	26.0%	71	62.3%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	0	0.0%	18,850	7.7%	236,319	11.6%	8	6.0%	14,725	6.2%	207,768	10.4%	9	7.9%	13,775	6.2%	178,306	9.3%
EL Total	90	82.6%	114,523	46.8%	1,112,502	54.5%	103	76.9%	106,318	45.0%	1,074,793	53.8%	92	80.7%	95,959	43.3%	1,009,030	52.6%
RFEP	19	17.4%	130,377	53.2%	927,694	45.5%	31	23.1%	129,789	55.0%	924,422	46.2%	22	19.3%	125,465	56.7%	909,298	47.4%
Total Ever EL	109	100.0%	244,900	100.0%	2,040,196	100.0%	134	100.0%	236,107	100.0%	1,999,215	100.0%	114	100.0%	221,424	100.0%	1,918,328	100.0%

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

Equitas Academy 5

Board District: 5 | Region: West | Location Code: 5265

Students with Disabilities Report

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

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	214			529,902			184			516,685		
Students with Disabilities	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	27	100%	12.6%	78,319	100%	14.8%	32	100%	17.4%	80,505	100%	15.6%
High Incidence	18	66.7%	8.4%	52,153	66.6%	9.8%	21	65.6%	11.4%	52,412	65.1%	10.1%
Low Incidence	9	33.3%	4.2%	26,162	33.4%	4.9%	11	34.4%	6%	28,084	34.9%	5.4%
Autism	9	33.3%	4.2%	18,713	23.9%	3.5%	11	34.4%	6%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Emotional Disturbance	0	0%	0%	1,148	1.5%	0.2%	0	0%	0%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	0	0%	0%	971	1.2%	0.2%	0	0%	0%	931	1.2%	0.2%
Intellectual Disability	0	0%	0%	3,393	4.3%	0.6%	0	0%	0%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	1	3.7%	0.5%	10,930	14%	2.1%	4	12.5%	2.2%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0%	0%	533	0.7%	0.1%	0	0%	0%	434	0.5%	0.1%
Specific Learning Disability	3	11.1%	1.4%	29,615	37.8%	5.6%	3	9.4%	1.6%	29,368	36.5%	5.7%
Speech or Language Impairment	14	51.9%	6.5%	11,608	14.8%	2.2%	14	43.8%	7.6%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	0	0%	0%	185	0.2%	0%	0	0%	0%	175	0.2%	0%

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

ATTACHMENT C

Equitas Academy 5

Resident Schools Data Set

Academic Performance Medians- English Language Arts

2021-2022 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator					
School Name	**Student Group**	**Number of Students with Scores**	**Charter (DFS)**	**Charter Status Level**	**Charter to Resident Comparison (DFS)**
Equitas Academy 5	All Students	63	-37.4	Low	
Resident Schools	**Student Group**	**Number of Students with Scores**	**Resident Schools Median (DFS)**	**Resident Schools Median Status Level**	**Charter to Resident Comparison (DFS)**
Esperanza Elementary	All Students	343	-89.5	Very Low	Higher
MacArthur Park Elementary School for the Visual and Performing Arts	All Students	239	-86.9	Very Low	Higher
Magnolia Avenue Elementary	All Students	298	-51.4	Low	Higher
Tenth Street Elementary	All Students	238	-62.3	Low	Higher
Resident Schools Median	**All Students**	**1,118**	**-74.6**	**Low**	**Higher**

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

Equitas Academy 5 2021-2022 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Status Level**	**Charter (DFS)**	**Resident Schools Number of Students with Scores**	**Resident Schools Median Status Level**	**Resident Schools Median (DFS)**	**Charter to Resident Schools Median Comparison (DFS)**
All Students	**63**	**Low**	**-37.4**	**1,118**	**Low**	**-74.6**	**Higher**

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

2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
School Name	**Student Group**	**Number of Students with Scores**	**Charter Performance Level (color)**	**Charter (DFS)**	**Charter Change**	**Charter Change Level**	**Charter to Resident Comparison (DFS)**
Equitas Academy 5	All Students	55	No Color	-48.6	NA	No Change	
Resident Schools	**Student Group**	**Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Resident Schools Median Change**	**Resident Schools Median Change Level**	**Charter to Resident Comparison (DFS)**
Esperanza Elementary	All Students	302	Yellow	-65.4	24.1	Increased Significantly	Higher
MacArthur Park Elementary School for the Visual and Performing Arts	All Students	186	Orange	-79.3	7.6	Increased	Higher
Magnolia Avenue Elementary	All Students	273	Yellow	-46.9	4.5	Increased	Lower
Tenth Street Elementary	All Students	222	Orange	-66.6	-4.4	Declined	Higher
Resident Schools Median	**All Students**	**983**	**Orange**	**-66.0**	**6.0**	**Increased**	**Higher**

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

Equitas Academy 5 2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Color**	**Charter (DFS)**	**Resident Schools Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Schools Median Comparison (DFS)**
All Students	**55**	**No Color**	**-48.6**	**983**	**Orange**	**-66.0**	**Higher**
Latino	52	No Color	-46.8	948	Orange	-65.4	Higher
English Learner	36	No Color	-54.4	674	Orange	-83.0	Higher

Equitas Academy 5 2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Color**	**Charter (DFS)**	**Resident Schools Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Schools Median Comparison (DFS)**
Socioeconomically Disadvantaged	51	No Color	-51.3	979	Orange	-65.6	Higher

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

2023-2024 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
School Name	**Student Group**	**Number of Students with Scores**	**Charter Performance Level (color)**	**Charter (DFS)**	**Charter Change**	**Charter Change Level**	**Charter to Resident Comparison (DFS)**
Equitas Academy 5	All Students	105	Orange	-50.5	-1.9	Maintained	
Resident Schools	**Student Group**	**Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Resident Schools Median Change**	**Resident Schools Median Change Level**	**Charter to Resident Comparison (DFS)**
Esperanza Elementary	All Students	291	Yellow	-47.6	17.8	Increased Significantly	Lower
MacArthur Park Elementary School for the Visual and Performing Arts	All Students	162	Orange	-71.9	7.4	Increased	Higher
Magnolia Avenue Elementary	All Students	270	Yellow	-33.3	13.6	Increased	Lower
Tenth Street Elementary	All Students	204	Red	-83.2	-16.6	Declined Significantly	Higher
Resident Schools Median	**All Students**	**927**	**Orange**	**-59.8**	**10.5**	**Increased**	**Higher**

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

Equitas Academy 5 2023-2024 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Color**	**Charter (DFS)**	**Resident Schools Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Schools Median Comparison (DFS)**
All Students	**105**	**Orange**	**-50.5**	**927**	**Orange**	**-59.8**	**Higher**
Latino	104	Orange	-50.0	878	Orange	-60.1	Higher
English Learner	65	Yellow	-49.1	671	Orange	-71.0	Higher
Socioeconomically Disadvantaged	103	Orange	-51.4	910	Orange	-60.9	Higher

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

ATTACHMENT D

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
EQUITAS ACADEMY 5
BOARD OF EDUCATION REPORT 127–25/26
November 17, 2025

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve 185 students in grades TK-4 in year one, and up to 290 students in grades TK-4 by the end of the charter term.

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

III. Proposed Change:
The approval of this charter petition would renew the charter of Equitas Academy 5 for five (5) years beginning July 1, 2026, until June 30, 2031.

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

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

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

LUIS E. AGUILAR
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

TAB 8

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

Board of Education Report

File #: Rep-129-25/26, **Version:** 1 **Agenda Date:** 11/17/2025
In Control: Charter Schools Division

Approval of the Renewal Petition for High Tech LA [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for High Tech LA) Recommends approval of the renewal petition for High Tech LA, a Conversion Independent charter school, located in Board District 3 and Region North, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 415 students in grades 9-12 in each year of the charter term.

Action Proposed:
Approve the renewal petition for High Tech LA ("Charter School"), a Conversion Independent charter school, located in Board District 3 and Region North, for five (5) years, beginning July 1, 2026 until June 30, 2031, to serve up to 415 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:
High Tech LA is a 9-12 school currently serving 351 students on the Lake Balboa Education Complex at 17111 Victory Blvd., Van Nuys, CA, 91406 in Board District 3 and Region North. High Tech LA was originally approved by the LAUSD Board of Education on March 11, 2003, as a start-up affiliated charter school. The charter was renewed by the Board of Education on April 8, 2008, as a conversion independent charter school. Most recently, on December 5, 2017, the charter school was renewed for a five-year term to serve up to 415 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for High Tech LA expires June 30, 2026.

On August 21, 2025, High Tech LA 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, 2025.

An initial Public Hearing was held on October 14, 2025.

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

Due Diligence:
Current High Tech LA governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A confidential due diligence review of the

charter school and its governing organization, school leader and financial manager, was performed by the Office of the Inspector General, and to the extent any material concerns were identified by the Office of the Inspector General, such information was forwarded to District staff for further assessment.

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

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

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

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

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

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

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal charter petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2026.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny

the renewal charter petition, Charter School would not be authorized to continue operations as a charter school. The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 129, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of Charter School renewal petition.

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

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

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

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

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

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

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

Attachments:
Attachment A- Staff Assessment and Recommendation Report
Attachment B- High Tech LA Data Set
Attachment C- Desegregation Impact Statement

Budget, Petition, and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1PRLQ2MV-i9gOleh9L3jG1E8AHGbGmdFZ?usp=sharing>

Submitted:
10/23/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

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Senior Executive Director of Strategy
Office of the Chief Strategy Officer

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

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STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 129-25/26
November 17, 2025

School Name:	**High Tech LA**		BOARD IS REQUIRED TO TAKE ACTION BY: **November 19, 2025**
Type of Charter School:	**Conversion Independent Charter School**		
Charter Operator	**HIGHTECH LA**		
Location Code:	**8885**		
Type of Site(s):	**Co-Location Agreement**		
Site Address(es):	**17111 Victory Blvd., Van Nuys, CA 91406 (Lake Balboa Education Complex)**		
Board District(s):	**3**	Region(s):	**North**
Grade Levels Served:	**9-12**	Current Enrollment:	**351**
Grade Levels Authorized in Current Charter:	**9-12**	Approved Enrollment in Current Charter:	**415**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval for a five (5)-year term (2026-2031)**		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for High Tech LA ("HTLA" or "Charter School"), located in Board District 3 and Region North, for a term of five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 415 students in grades 9-12 in each year of the charter term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in

the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

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

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

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

Charter Petition Requirement:

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

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

III. GENERAL SCHOOL INFORMATION

A. School History

	High Tech LA
Initial Authorization:	On March 11, 2003, High Tech LA (formerly named High Tech High and High Tech High-Los Angeles Charter School) was authorized by the LAUSD Board of Education as a start-up affiliated charter school to serve 400 students in grades 9-12. The charter was then renewed by the LAUSD Board of Education on April 8, 2008, as an independent charter school to serve 320 students in grades 9-12.
Most Recent Renewal:	The charter was most recently renewed on December 5, 2017 for a five-year term (July 1, 2018 - June 30, 2023) to serve up to 415 students in grades 9-12.

	High Tech LA
Most Recent Renewal (cont.):	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 High Tech LA expires June 30, 2026.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	On December 5, 2017, as part of the school's most recent renewal, the LAUSD Board of Education issued the following operational benchmarks to High Tech LA: 1. The school shall provide a plan to the Charter Schools Division of the school's system for accurate and timely reporting of reclassification in CALPADS in alignment with CALPADS's submission windows by no later than 30 days after the effective date of Board action. The plan must address how this system will be accessible without interruption in the case of staff changes. 2. The charter school will then submit to CSD updates by no later than December 1 of each year of the charter term regarding accurate and timely reporting of reclassification in CALPADS. Please see the "Additional Information" section below.
Submission of Renewal Petition Application:	HTLA submitted its renewal petition application on August 21, 2025. The 90-day statutory timeline for Board action on the petition runs through November 19, 2025.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	HTLA implements the LAUSD's Master Plan for English Learners and Standard English Learners.
Special Education SELPA	HTLA participates in. LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

High Tech LA is operated by HIGHTECH LA, a California nonprofit public benefit corporation that also operates one other LAUSD-authorized charter school.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

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

Overall, Charter School's Dashboard performance was higher than the state in ELA, Math, and on the English Language Progress Indicator (ELPI) and College/Career Indicator (CCI). Although the charter school provided two years of verified data, demonstrating one year's progress for All Students and all numerically significant student groups in ELA and Math, there are noted concerns with participation rates.

Please see the HTLA data sets and Verified Data Reports.

b. Measurements of Academic Performance on the California School Dashboard

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

High Tech LA Dashboard Indicators

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	High	Medium	No Performance Level	Not Applicable	Not Applicable	High	Medium
2022-2023	Green	Yellow	No Performance Color	High	Not Applicable	Orange	Blue
2023-2024	Blue	Blue	No Performance Color	Orange	Not Applicable	Green	Orange

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

c. English Language Arts Indicator

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

High Tech LA - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**High**	**63.0**	**Low**	**-12.2**	**Higher**
White	Met	Very High	78.2	High	21.9	Higher
Socioeconomically Disadvantaged	Met	High	62.0	Low	-41.4	Higher

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

High Tech LA - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Green**	**30.0**	**-33.0**	**Orange**	**-13.6**	**Higher**
White	Met	Green	34.6	-43.6	Green	20.8	Higher
Socioeconomically Disadvantaged	Met	Yellow	11.5	-50.5	Orange	-42.6	Higher

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

High Tech LA - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Blue**	**65.1**	**35.2**	**Orange**	**-13.2**	**Higher**
White	Met	Blue	87.8	53.2	Green	19.2	Higher
Socioeconomically Disadvantaged	Met	Blue	61.7	50.2	Orange	-40.9	Higher

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

d. Math Indicator

In 2022, 2023, and 2024 in Math, the charter school's DFS was higher than the state for All Students and all numerically significant student groups, with the exception of one student group in 2023.

High Tech LA - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Medium**	**-17.6**	**Low**	**-51.7**	**Higher**
White	Met	High	0.5	Medium	-13.4	Higher
Socioeconomically Disadvantaged	Met	Medium	-15.1	Low	-84.0	Higher

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

High Tech LA - 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**	**-39.3**	**-21.7**	**Orange**	**-49.1**	**Higher**
White	Met	Yellow	-23.9	-24.4	Yellow	-11.1	Lower
Socioeconomically Disadvantaged	Met	Yellow	-52.8	-37.7	Yellow	-80.8	Higher

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

High Tech LA - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Blue**	**0.4**	**39.7**	**Orange**	**-47.6**	**Higher**
White	Met	Blue	35.8	59.7	Yellow	-10.3	Higher
Socioeconomically Disadvantaged	Met	Blue	17.2	70.0	Orange	-78.2	Higher

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

e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), data was not reportable due to the low number of English Learners. In 2023 and 2024 on the ELPI, the charter school's English Learner progress rate was higher than the state.

High Tech LA - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	No Performance Color	54.5%	Not available	Yellow	48.7%	Higher

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

High Tech LA - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	No Performance Color	48.0%	-6.5%	Orange	45.7%	Higher

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

f. College/Career Indicator

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

High Tech LA - College/Career Indicator - 2022-2023

Student Group	Charter Level	Charter Prepared	State Level	State Prepared	Charter to State Comparison
All Students	**High**	**59.7%**	**Medium**	**43.9%**	**Higher**
White	High	65.3%	Medium	53.2%	Higher
Socioeconomically Disadvantaged	High	61.4%	Medium	35.4%	Higher

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

High Tech LA - College/Career Indicator - 2023-2024

Student Group	Charter Level	Charter Prepared	Charter Change	State Level	State Prepared	Charter to State Comparison
All Students	**Orange**	**52.6%**	**-7.1**	**Yellow**	**45.3%**	**Higher**
White	Yellow	57.5%	-7.8	Yellow	54.3%	Higher
Socioeconomically Disadvantaged	Orange	47.4%	-14.0	Yellow	37.4%	Higher

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

g. Chronic Absenteeism Indicator

Not applicable

h. Graduation Indicator [HS only]
In 2022, 2023, and 2024, the charter school's percentage of graduated students was higher than the state for All Students and for the majority of student groups. High Tech LA students must meet A-G requirements with a grade of "C" or better.

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

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

k. Additional Information
As noted above, HTLA has two (2) operational benchmarks in its current term. The following summarizes the outcomes of each benchmark for each of the seven years (2018-2019 through 2024-2025) of the current charter term.

Benchmark 1: *The school shall provide a plan to the Charter Schools Division of the school's system for accurate and timely reporting of reclassification in CALPADS in alignment with CALPADS's submission windows by no later than 30 days after the effective date of Board action. The plan must address how this system will be accessible without interruption in the case of staff changes.*

Benchmark 1 was met as of 2017.

Benchmark 2: *The charter school will then submit to CSD updates by no later than December 1 of each year of the charter term regarding accurate and timely reporting of reclassification in CALPADS.*

Benchmark 2: Reporting of Reclassification in CALPADS						
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Met	Met	Met	Met	Met	Met	Met

Benchmark 2 was met for all seven years of the current charter term.

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

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

(3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for High Tech LA outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

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

b. Student Achievement and Educational Performance

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

c. Organizational Management, Programs, and Operations

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

d. Fiscal Operations

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

VI. VERIFIED DATA

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

Charter School provided data from "MAP Growth by NWEA, Grades 9-12" (NWEA) *Student Growth Summary Report* in Reading, Language Usage, and Math. NWEA is an adopted academic progress indicator approved by the State Board of Education (SBE) to be on the verified data list. Per NWEA, this assessment only reports data disaggregated by grade levels.

Per Education Code section 47607.2 (c)(2), the State Board of Education established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. The *Student Growth Summary Report* provided by Charter School in Reading does not provide a

participation rate on the report, however it does include the total number of "growth events[1]" on the reports. In 2024-2025 Charter School had a norm enrollment of 365 students and the NWEA Reading report indicates that the school had 341 growth events; the NWEA Language Usage had 340 growth events; and the NWEA Math report had 343 growth events. Thus, the 2024-2025 assessment data does not appear to include at least 95% of eligible students.

Per the California SBE's May 2023 Agenda Item #02, publisher guidance states, "A CGI range of -0.2 to 0.2 (or greater) could be used as an approximation of one year's growth (or more) in a subject, as the overall average growth of students would be generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure."

ELA

Reading
Charter School provided data for 2023-2024 and 2024-2025 (Fall to Spring administration) for Grades 9-12, and for the following student groups[2]: White, Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities.

The 2024-2025 disaggregated data outcomes are represented in the table below showing overall Grades 9-12 and Grade 9 (Latino, White, Socioeconomically Disadvantaged, and Students with Disabilities), Grade 10 (Latino, White, Socioeconomically Disadvantaged, and English Learner), Grade 11 (Latino, White, Socioeconomically Disadvantaged, and Students with Disabilities), and Grade 12 (Latino, White, and Socioeconomically Disadvantaged) student groups met one year's progress.

MAP Growth Reading 2024-2025				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Reading: Conditional Growth Index (CGI)**	**One Year's Progress**
Grade 9	**106**	**-0.2 to 0.2**	**0.30**	Met
Latino	**28**	**-0.2 to 0.2**	**0.30**	Met
White	**70**	**-0.2 to 0.2**	**0.33**	Met
Socioeconomically Disadvantaged	**52**	**-0.2 to 0.2**	**0.34**	Met
Students with Disabilities	**18**	**-0.2 to 0.2**	**0.32**	Met
English Learner	*	**-0.2 to 0.2**	*	*
Grade 10	**79**	**-0.2 to 0.2**	**0.53**	Met
Latino	**26**	**-0.2 to 0.2**	**0.53**	Met
White	**45**	**-0.2 to 0.2**	**0.41**	Met

[1] Total Number of Growth Events: The number of students with valid growth-based test events for both terms.
[2] Student group names that appear on the report may be different than names on the CA Dashboard (e.g., "Students with Disabilities will be labeled as "Special Education" on the NWEA report).

MAP Growth Reading 2024-2025				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Reading: Conditional Growth Index (CGI)**	**One Year's Progress**
Socioeconomically Disadvantaged	**53**	**-0.2 to 0.2**	**0.44**	Met
Students with Disabilities	*	**-0.2 to 0.2**	*	*
English Learner	**11**	**-0.2 to 0.2**	**0.68**	Met
Grade 11	**82**	**-0.2 to 0.2**	**0.59**	Met
Latino	**28**	**-0.2 to 0.2**	**0.69**	Met
White	**48**	**-0.2 to 0.2**	**0.54**	Met
Socioeconomically Disadvantaged	**34**	**-0.2 to 0.2**	**0.47**	Met
Students with Disabilities	**12**	**-0.2 to 0.2**	**-0.14**	Met
English Learner	*	**-0.2 to 0.2**	*	*
Grade 12	**74**	**-0.2 to 0.2**	**0.64**	Met
Latino	**25**	**-0.2 to 0.2**	**0.83**	Met
White	**39**	**-0.2 to 0.2**	**0.60**	Met
Socioeconomically Disadvantaged	**31**	**-0.2 to 0.2**	**0.62**	Met
Students with Disabilities	*	**-0.2 to 0.2**	*	*
English Learner	*	**-0.2 to 0.2**	*	*

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

Charter School also submitted verified data using NWEA for the 2023-2024 school year. Based on NWEA's CGI range of -0.2 to 0.2, Charter School met the one year's progress for all Grade Levels and the majority of student groups.

ELA

Language Usage

Charter School provided data for 2023-2024 and 2024-2025 (Fall to Spring administration) for Grades 9-12, and for the following student groups[3]: White, Latino, Socioeconomically Disadvantaged, and Students with Disabilities.

The 2024-2025 disaggregated data outcomes are represented in the table below showing overall Grades 9-12, and Grade 9 (Latino, White, Socioeconomically Disadvantaged, and Students with Disabilities), Grade 10 (Latino, White, and Socioeconomically Disadvantaged), and Grade 11 (Latino, White, Socioeconomically Disadvantaged, Students with Disabilities) student groups met one year's progress.

[3] Student group names that appear on the report may be different than names on the CA Dashboard (e.g., "Students with Disabilities will be labeled as "Special Education" on the NWEA report).

MAP Growth Language Usage 2024-2025				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Reading: Conditional Growth Index (CGI)**	**One Year's Progress**
Grade 9	**106**	**-0.2 to 0.2**	**0.38**	Met
Latino	**28**	**-0.2 to 0.2**	**0.15**	Met
White	**70**	**-0.2 to 0.2**	**0.49**	Met
Socioeconomically Disadvantaged	**52**	**-0.2 to 0.2**	**0.54**	Met
Students with Disabilities	**18**	**-0.2 to 0.2**	**-0.04**	Met
Grade 10	**79**	**-0.2 to 0.2**	**0.72**	Met
Latino	**26**	**-0.2 to 0.2**	**0.67**	Met
White	**45**	**-0.2 to 0.2**	**0.65**	Met
Socioeconomically Disadvantaged	**52**	**-0.2 to 0.2**	**0.77**	Met
Students with Disabilities	*	**-0.2 to 0.2**	*	*
Grade 11	**81**	**-0.2 to 0.2**	**0.59**	Met
Latino	**27**	**-0.2 to 0.2**	**0.58**	Met
White	**48**	**-0.2 to 0.2**	**0.67**	Met
Socioeconomically Disadvantaged	**33**	**-0.2 to 0.2**	**0.82**	Met
Students with Disabilities	**11**	**-0.2 to 0.2**	**0.01**	Met
Grade 12	**74**	**-0.2 to 0.2**	**Not available**	Not available
Latino	**25**	**-0.2 to 0.2**	**Not available**	Not available
White	**39**	**-0.2 to 0.2**	**Not available**	Not available
Socioeconomically Disadvantaged	**31**	**-0.2 to 0.2**	**Not available**	Not available
Students with Disabilities	*	**-0.2 to 0.2**	*	*

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

Charter School also submitted verified data using NWEA for the 2023-2024 school year. Based on NWEA's CGI range of -0.2 to 0.2, Charter School met the one year's progress for all Grade Levels and all student groups.

MATH

Charter School provided data for 2023-2024 and 2024-2025 (Fall to Spring administration) for Grades 9-12, and for the following student groups [4]: White, Latino, Socioeconomically Disadvantaged, and Students with Disabilities.

[4] Student group names that appear on the report may be different than names on the CA Dashboard (e.g., "Students

The 2024-2025 disaggregated data outcomes are represented in the table below showing overall Grades 9-12 and Grade 9 (Latino, White, Socioeconomically Disadvantaged, and Students with Disabilities), Grade 10 (Latino, White, and Socioeconomically Disadvantaged), Grade 11 (Latino, White Socioeconomically Disadvantaged, and Students with Disabilities), and Grade 12 (Latino, White, and Socioeconomically Disadvantaged) student groups met one year's progress.

MAP Growth Math 2024-2025				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Math: Conditional Growth Index (CGI)**	**One Year's Progress**
Grade 9	**106**	**-0.2 to 0.2**	**0.39**	Met
Latino	**28**	**-0.2 to 0.2**	**0.29**	Met
White	**70**	**-0.2 to 0.2**	**0.55**	Met
Socioeconomically Disadvantaged	**52**	**-0.2 to 0.2**	**0.39**	Met
Students with Disabilities	**18**	**-0.2 to 0.2**	**0.11**	Met
Grade 10	**81**	**-0.2 to 0.2**	**0.01**	Met
Latino	**26**	**-0.2 to 0.2**	**-0.29**	Not Met
White	**46**	**-0.2 to 0.2**	**0.09**	Met
Socioeconomically Disadvantaged	**53**	**-0.2 to 0.2**	**-0.05**	Met
Students with Disabilities	*	**-0.2 to 0.2**	*	*
Grade 11	**82**	**-0.2 to 0.2**	**0.24**	Met
Latino	**28**	**-0.2 to 0.2**	**0.25**	Met
White	**48**	**-0.2 to 0.2**	**0.29**	Met
Socioeconomically Disadvantaged	**34**	**-0.2 to 0.2**	**0.21**	Met
Students with Disabilities	**11**	**-0.2 to 0.2**	**-0.27**	Not Met
Grade 12	**74**	**-0.2 to 0.2**	**0.51**	Met
Latino	**25**	**-0.2 to 0.2**	**0.24**	Met
White	**39**	**-0.2 to 0.2**	**0.55**	Met
Socioeconomically Disadvantaged	**31**	**-0.2 to 0.2**	**0.74**	Met
Students with Disabilities	*	**-0.2 to 0.2**	*	*

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

with Disabilities will be labeled as "Special Education" on the NWEA report).

Charter School also submitted verified data using NWEA for the 2023-2024 school year. Based on NWEA's CGI range of -0.2 to 0.2, Charter School met the one year's progress for all grade levels and for the majority of student groups.

Based on the review and consideration of verified data, HTLA included two years of data, including Grades 9-12 and student group reports (Latino, White, Socioeconomically Disadvantaged, Students with Disabilities, and English Learner) in Reading, Language Usage, and Math. High Tech LA appears to have not met the 95 percent participation rate based on norm enrollment compared to growth events.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition
High Tech LA's fiscal condition is positive.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Unaudited Actuals)
Net Assets	$3,893,157	$4,249,967	$4,398,099	$4,451,199	$4,451,199
Net Income/Loss	$289,600	$356,810	$148,132	$53,100	$0
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment	371	371	358	365	365

b. 2023-2024 Independent Audit Report
Audit Opinion: Unmodified/Unqualified
Material Weaknesses: None Reported
Deficiencies/Findings: None Reported
Lack of a Going Concern: None Reported

c. Other Significant Fiscal Information
The financial condition of the charter operator is summarized in the table below.

HIGHTECH LA					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
2	2	$8,045,106	$142,738	$1,689,323	$99,932

High Tech LA

Board District: 3 | Region: North | Location Code: 8885

CA School Dashboard: Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
	Dashboard 2022						Dashboard 2023							Dashboard 2024						
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	100%	72	63.0	High	-12.2	Higher	100%	77	30.0	-33.0	Declined Significantly	Green	-13.6	Higher	99%	76	65.1	35.2	Increased Significantly	Blue	-13.2	Higher
Latino	100%	18	30.3	High	-38.6	--	100%	21	10.3	-20.0	Declined Significantly	--	-40.2	--	100%	25	-2.4	-12.7	Declined	--	-39.3	--
Socioeconomically Disadvantaged	100%	37	62.0	High	-41.4	Higher	100%	38	11.5	-50.5	Declined Significantly	Yellow	-42.6	Higher	100%	31	61.7	50.2	Increased Significantly	Blue	-40.9	Higher
Students with Disabilities	100%	7	*	*	-97.3	*	100%	16	-67.9	--	--	--	-96.3	--	100%	9	*	*	*	*	-95.6	*
White	100%	45	78.2	Very High	21.9	Higher	100%	39	34.6	-43.6	Declined Significantly	Green	20.8	Higher	98%	41	87.8	53.2	Increased Significantly	Blue	19.2	Higher

Data Sources: California School Dashboard Research data files.

High Tech LA

Board District: 3 | Region: North | Location Code: 8885

CA School Dashboard: Academic Performance - Math

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

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023								Dashboard 2024						
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	100%	72	-17.6	Medium	-51.7	Higher	100%	77	-39.3	-21.7	Declined Significantly	Yellow	-49.1	Higher	99%	76	0.4	39.7	Increased Significantly	Blue	-47.6	Higher
Latino	100%	18	-71.2	Low	-83.4	--	100%	21	-74.7	-3.4	Declined	--	-80.8	--	100%	25	-78.5	-3.9	Declined	--	-79.2	--
Socioeconomically Disadvantaged	100%	37	-15.1	Medium	-84.0	Higher	100%	38	-52.8	-37.7	Declined Significantly	Yellow	-80.8	Higher	100%	31	17.2	70.0	Increased Significantly	Blue	-78.2	Higher
Students with Disabilities	100%	7	*	*	-130.8	*	100%	16	-160.4	--	--	--	-127.3	--	100%	9	*	*	*	*	-124.3	*
White	100%	45	0.5	High	-13.4	Higher	100%	39	-23.9	-24.4	Declined Significantly	Yellow	-11.1	Lower	98%	41	35.8	59.7	Increased Significantly	Blue	-10.3	Higher

Data Sources: California School Dashboard Research data files.

High Tech LA

Board District: 3 | Region: North | Location Code: 8885

CA School Dashboard: English Learner Progress Indicator (ELPI)

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

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

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator

	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	Students	ELPI	Status Level	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State
English Learner	6	*	*	50.3%	*	11	54.5%	--	--	--	48.7%	Higher	25	48.0%	-6.5	Declined	--	45.7%	Higher

Student English Language Acquisition Results Summative ELPAC

		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2022	EL	--	--	--	--	47.5%	2.8%	31.4%	18.3%
2023	EL	54.5%	0%	9.1%	36.4%	45.7%	2.3%	32.2%	18.3%
2024	EL	48.0%	0%	32.0%	20.0%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	--	--	--	--	41.6%	3.4%	28.5%	24.7%

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

Summative ELPAC Participation Rate Report

		School				State of California			
End Year	Student Group	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%
2022	EL	6	7	85.7%	N	1,052,513	1,088,734	96.7%	Y
2023	EL	17	17	100.0%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	5	5	100.0%	Y	193,182	202,530	95.4%	Y
2024	EL	27	27	100.0%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	8	8	100.0%	Y	182,603	190,459	95.9%	Y

High Tech LA

Board District: 3 | Region: North | Location Code: 8885

CA School Dashboard: Academic Performance - College / Career

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

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

College / Career Academic Indicator (CCI) - CA School Dashboard Indicator												
	Dashboard 2023					Dashboard 2024						
Student Group	Students	CCI	Status Level	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State
All Students	77	59.7%	High	43.9%	Higher	76	52.6%	-7.1	Declined	Orange	45.3%	Higher
Latino	19	42.1%	Medium	35.5%	--	19	47.4%	5.3	Increased	--	37.4%	--
Socioeconomically Disadvantaged	44	61.4%	High	35.4%	Higher	38	47.4%	-14.0	Declined	Orange	37.4%	Higher
Students with Disabilities	9	*	*	12.3%	*	15	6.7%	0.0	--	--	13.5%	--
White	49	65.3%	High	53.2%	Higher	40	57.5%	-7.8	Declined	Yellow	54.3%	Higher

Data Sources: California School Dashboard Research data files.

High Tech LA

Board District: 3 | Region: North | Location Code: 8885

CA School Dashboard: Suspension Rate Indicator

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

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

Suspension Rate Indicator - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	Students	Suspension Rate	Status Level	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State
All Students	388	2.1%	Medium	3.1%	Lower	372	0.0%	-2.1	Declined Significantly	Blue	3.5%	Lower	368	1.6%	1.6	Increased	Orange	3.2%	Lower
Asian	13	0.0%	Very Low	0.9%	--	11	0.0%	0.0	Maintained	--	1.1%	--	12	0.0%	0.0	Maintained	--	1.0%	--
English Learner	14	0.0%	Very Low	3.2%	--	19	0.0%	0.0	Maintained	--	3.7%	--	36	5.6%	5.6	Increased	--	3.4%	Higher
Filipino	18	0.0%	Very Low	1.2%	--	14	0.0%	0.0	Maintained	--	1.3%	--	13	0.0%	0.0	Maintained	--	1.2%	--
Latino	117	2.6%	Medium	3.3%	Lower	120	0.0%	-2.6	Declined	Blue	3.8%	Lower	124	1.6%	1.6	Increased	Orange	3.4%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	14	7.1%	--	--	--	8.1%	--
Socioeconomically Disadvantaged	178	1.1%	Low	4.0%	Lower	192	0.0%	-1.1	Declined	Blue	4.5%	Lower	187	2.1%	2.1	Increased	Orange	4.0%	Lower
Students with Disabilities	54	3.7%	Medium	5.4%	Lower	63	0.0%	-3.7	Declined	Blue	5.9%	Lower	57	1.8%	1.8	Increased	Orange	5.4%	Lower
Two or More	25	0.0%	Very Low	2.9%	--	15	0.0%	0.0	Maintained	--	3.3%	--	16	0.0%	0.0	Maintained	--	3.0%	--
White	202	2.5%	Medium	2.6%	Lower	201	0.0%	-2.5	Declined Significantly	Blue	2.9%	Lower	197	2.0%	2.0	Increased	Orange	2.6%	Lower

Data Sources: California School Dashboard Research data files.

High Tech LA

Board District: 3 | Region: North | Location Code: 8885

CA School Dashboard: Graduation Rate Indicator

This report shows the combined four- and five-year graduation rate for comprehensive (or traditional) high schools and Dashboard Alternative School Status (DASS) schools for all student groups in grades 9-12. This rate is based on the number of high school students who graduate with a regular high school diploma in either four or five years. The 2024 Graduation Rate Indicator includes students from the most recent graduation cohort (Class of 2024) as well as students from the prior cohort (Class of 2023) who graduated in their fifth year of high school in 2022-24. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

Graduation Rate Indicator - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	Graduation Rate	Status Level	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State
All Students	91	93.4%	High	87.4%	Higher	77	88.3%	-5.1	Declined Significantly	Orange	86.4%	Higher	77	92.2%	3.9	Increased	Green	86.7%	Higher
Latino	28	96.4%	Very High	85.3%	--	19	84.2%	-12.2	Declined Significantly	--	84.2%	--	20	95.0%	10.8	Increased Significantly	--	85.3%	--
Socioeconomically Disadvantaged	49	91.8%	High	85.1%	Higher	44	88.6%	-3.2	Declined	Orange	83.7%	Higher	39	94.9%	6.2	Increased Significantly	Green	84.4%	Higher
Students with Disabilities	10	*	*	75.2%	*	9	*	*	*	*	72.7%	*	16	87.5%	--	--	--	74.4%	--
White	46	93.5%	High	90.8%	Higher	49	89.8%	-3.7	Declined	Orange	89.8%	Same	40	90.0%	0.2	Maintained	Yellow	89.2%	Higher

Data Sources: California School Dashboard Research data files.

High Tech LA

Board District: 3 | Region: North | Location Code: 8885

Enrollment Report

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

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

Enrollment by Ethnicity and Student Group						
	2023-2024			2024-2025		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	363	529,902	5,837,690	362	516,685	5,806,221
F/R Meal	49.6%	80.6%	61.6%	47.2%	81.9%	62.7%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A
English Learner	8.3%	20.1%	18.4%	7.2%	18.6%	17.4%
Foster Youth	0.3%	0.6%	0.5%	0.3%	0.5%	0.5%
Homeless Youth	0.0%	2.1%	3.6%	0.0%	2.7%	4.0%
Socioeconomically Disadvantaged	50.1%	81.3%	62.7%	48.3%	82.4%	63.6%
Students w/ Disabilities	15.7%	14.8%	13.7%	14.9%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	1.1%	7.3%	4.9%	0.6%	7.1%	4.9%
American Indian or Alaska Native	0.3%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	3.0%	3.4%	9.9%	2.8%	3.3%	10.1%
Filipino	3.6%	1.7%	2.2%	3.0%	1.6%	2.2%
Latino	33.6%	73.8%	56.1%	31.5%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.3%	0.2%	0.4%	0.0%	0.2%	0.4%
White	53.7%	9.8%	20.3%	59.4%	9.7%	20.0%
Two or More Races	2.2%	2.0%	4.6%	1.9%	2.1%	4.8%
Not Reported	2.2%	1.8%	1.1%	0.8%	2.2%	1.2%

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

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

High Tech LA

Board District: 3 | Region: North | Location Code: 8885

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

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

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	5	3.7%	17,921	7.3%	226,508	11.1%	10	6.4%	15,302	6.5%	211,186	10.6%	7	4.2%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	1	0.7%	17,295	7.1%	144,189	7.1%	2	1.3%	15,717	6.7%	136,188	6.8%	1	0.6%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	4	3.0%	60,457	24.7%	505,486	24.8%	16	10.2%	60,574	25.7%	519,651	26.0%	15	8.9%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	4	3.0%	18,850	7.7%	236,319	11.6%	2	1.3%	14,725	6.2%	207,768	10.4%	3	1.8%	13,775	6.2%	178,306	9.3%
EL Total	14	10.4%	114,523	46.8%	1,112,502	54.5%	30	19.1%	106,318	45.0%	1,074,793	53.8%	26	15.5%	95,959	43.3%	1,009,030	52.6%
RFEP	121	89.6%	130,377	53.2%	927,694	45.5%	127	80.9%	129,789	55.0%	924,422	46.2%	142	84.5%	125,465	56.7%	909,298	47.4%
Total Ever EL	135	100.0%	244,900	100.0%	2,040,196	100.0%	157	100.0%	236,107	100.0%	1,999,215	100.0%	168	100.0%	221,424	100.0%	1,918,328	100.0%

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

High Tech LA

Board District: 3 | Region: North | Location Code: 8885

Students with Disabilities Report

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

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	**363**			**529,902**			**362**			**516,685**		
Students with Disabilities	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	57	100%	15.7%	78,319	100%	14.8%	54	100%	14.9%	80,505	100%	15.6%
High Incidence	36	63.2%	9.9%	52,153	66.6%	9.8%	31	57.4%	8.6%	52,412	65.1%	10.1%
Low Incidence	21	36.8%	5.8%	26,162	33.4%	4.9%	23	42.6%	6.4%	28,084	34.9%	5.4%
Autism	17	29.8%	4.7%	18,713	23.9%	3.5%	18	33.3%	5%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Emotional Disturbance	2	3.5%	0.6%	1,148	1.5%	0.2%	2	3.7%	0.6%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	1	1.8%	0.3%	971	1.2%	0.2%	2	3.7%	0.6%	931	1.2%	0.2%
Intellectual Disability	0	0%	0%	3,393	4.3%	0.6%	0	0%	0%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	19	33.3%	5.2%	10,930	14%	2.1%	12	22.2%	3.3%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0%	0%	533	0.7%	0.1%	0	0%	0%	434	0.5%	0.1%
Specific Learning Disability	17	29.8%	4.7%	29,615	37.8%	5.6%	19	35.2%	5.2%	29,368	36.5%	5.7%
Speech or Language Impairment	0	0%	0%	11,608	14.8%	2.2%	0	0%	0%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	1	1.8%	0.3%	185	0.2%	0%	1	1.9%	0.3%	175	0.2%	0%

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

ATTACHMENT C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
HIGH TECH LA
BOARD OF EDUCATION REPORT 129 – 25/26
November 17, 2025

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2026 until June 30, 2031 to serve up to 415 students in grades 9-12 in each year of the charter term.

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

III. Proposed Change:
The approval of this charter petition would renew the charter of High Tech LAfor five (5) years beginning July 1, 2026 until June 30, 2031.

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

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

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:
Imelda Phillips
IMELDA P. PHILLIPS, Ed.D.
Specialist
Charter Schools Division

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

TAB 9

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

Board of Education Report

File #: Rep-130-25/26, **Version:** 1 **Agenda Date:** 11/17/2025
In Control: Charter Schools Division

Approval of the Renewal Petition for High Tech LA Middle [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for High Tech LA Middle) Recommends approval of the renewal petition for High Tech LA Middle, a Start-Up Independent charter school, located in Board District 3 and Region North, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 450 students in grades 6-8 in each year of the charter term.

Action Proposed:
Approve the renewal petition for High Tech LA Middle ("Charter School"), a Start-Up Independent charter school, located in Board District 3 and Region North, for five (5) years, beginning July 1, 2026 until June 30, 2031, to serve up to 450 students in grades 6-8 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
High Tech LA Middle is a 6-8 school currently serving 277 students on a District Proposition 39 Co-Location site at 5041 Sunnyslope Avenue, Sherman Oaks, CA, 91423 in Board District 3 and Region North. High Tech LA Middle was originally approved by the LAUSD Board of Education on May 9, 2017. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for High Tech LA Middle expires June 30, 2026.

On August 21, 2025, High Tech LA Middle submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through November 19, 2025.

An initial Public Hearing was held on October 14, 2025.

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

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

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

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

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

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

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

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

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal charter petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2026.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal charter petition, Charter School would not be authorized to continue operations as a charter school. The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles

County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 130, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of Charter School renewal petition.

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

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

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

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

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

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

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

Attachments:
Attachment A- Staff Assessment and Recommendation Report
Attachment B- High Tech LA Middle Data Set
Attachment C- High Tech LA Middle RSM Data
Attachment D- Desegregation Impact Statement

Budget, Petition, and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1nUqHabNgwh4EUqw9-hkPqDtsJmF5Xbxk?usp=sharing>

Submitted:
10/23/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

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

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 130-25/26
November 17, 2025

School Name:	**High Tech LA Middle**		BOARD IS REQUIRED TO TAKE ACTION BY: **November 19, 2025**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**HIGHTECH LA**		
Location Code:	**5260**		
Type of Site(s):	**District-Proposition 39 Co-Location (Louis Armstrong Middle)**		
Site Address(es):	**5041 Sunnyslope Avenue, Sherman Oaks, CA 91423**		
Board District(s):	**3**	Region(s):	**North**
Grade Levels Served:	**6-8**	Current Enrollment:	**277**
Grade Levels Authorized in Current Charter:	**6-8**	Approved Enrollment in Current Charter:	**450**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval for a five (5)-year term (2026-2031)**		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for High Tech LA Middle ("Charter School"), located in Board District 3 and Region North, for a term of five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 450 students in grades 6-8 in each year of the charter term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

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

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

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

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

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

III. GENERAL SCHOOL INFORMATION

A. School History

	High Tech LA Middle
Initial Authorization:	On May 9, 2017, High Tech LA Middle was authorized by the LAUSD Board of Education to serve 450 students in grades 6-8.
Most Recent Renewal:	This is the charter school's first consideration for renewal. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for High Tech LA Middle expires June 30, 2026.
Approved Material Revisions of Current Charter:	Not applicable

	High Tech LA Middle
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	High Tech LA Middle submitted its renewal petition application on August 21, 2025. The 90-day statutory timeline for Board action on the petition runs through November 19, 2025.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	High Tech LA Middle implements the LAUSD Master Plan for English Learners and Standard English Learners.
Special Education SELPA	High Tech LA Middle participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

High Tech LA Middle is operated by HIGHTECH LA, a California nonprofit public benefit corporation that also operates one other LAUSD-authorized charter school.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

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

Overall, Charter School's Dashboard performance was lower than the state in ELA and on the English Language Progress Indicator (ELPI), but higher than the state in Math. The charter school provided two years of verified data, demonstrating one year's progress for the majority of grade levels and student groups in ELA and Math, however, there were noted concerns with participation rates. Further analysis in ELA demonstrated higher outcomes for the charter school when compared to Resident Schools.

Please see the High Tech LA Middle data sets and Verified Data Reports.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels are reported based on the 2021-2022 school year data using one of five Status Levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status Levels associated with the Chronic Absenteeism and

Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Below, the 2023 and 2024 Dashboard Performance Levels (colors) based on two years' data are provided.

High Tech LA Middle Dashboard Indicators

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	Low	Low	No Performance Color	Not Applicable	High	Not Applicable	Medium
2022-2023	Orange	Orange	No Performance Color	Not Applicable	Green	Not Applicable	Blue
2023-2024	Orange	Orange	No Performance Color	Not Applicable	Blue	Not Applicable	Yellow

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

c. English Language Arts Indicator

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

High Tech LA Middle - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Low**	**-10.5**	**Low**	**-12.2**	**Higher**
Latino	Met	Low	-18.0	Low	-38.6	Higher
White	Met	Low	-15.8	High	21.9	Lower
English Learner	Met	Low	-46.0	Low	-61.2	Higher
Socioeconomically Disadvantaged	Met	Low	-42.4	Low	-41.4	Lower
Students with Disabilities	Not Met	Very Low	-74.0	Very Low	-97.3	Higher

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

High Tech LA Middle - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-25.9**	**-15.4**	**Orange**	**-13.6**	**Lower**
Latino	Met	Orange	-21.9	-3.9	Orange	-40.2	Higher
White	Met	Orange	-28.3	-12.5	Green	20.8	Lower
English Learner	Met	Red	-78.8	-32.8	Orange	-67.7	Lower
Socioeconomically Disadvantaged	Met	Orange	-41.9	0.5	Orange	-42.6	Higher

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

High Tech LA Middle - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-41.9**	**-16.0**	**Orange**	**-13.2**	**Lower**
White	Met	Orange	-44.0	-15.7	Green	19.2	Lower
English Learner	Met	Orange	-74.5	4.3	Orange	-67.6	Lower
Socioeconomically Disadvantaged	Met	Orange	-53.1	-11.2	Orange	-40.9	Lower

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

d. Math Indicator

In 2022 in Math, the charter school's DFS was higher than the state for All Students and higher than the state for four of five numerically significant student groups. In 2023 in Math, the charter school's DFS was higher than the state for All Students and higher than the state for three of four numerically significant student groups. In 2024 in Math, the charter school's DFS was lower than the state for All Students and higher than the state for two of three student groups.

High Tech LA Middle - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Low**	**-33.7**	**Low**	**-51.7**	**Higher**
Latino	Met	Low	-78.9	Low	-83.4	Higher
White	Met	Medium	-20.0	Medium	-13.4	Lower
English Learner	Met	Low	-71.2	Low	-92.0	Higher
Socioeconomically Disadvantaged	Met	Low	-70.4	Low	-84.0	Higher
Students with Disabilities	Not Met	Very Low	-125.8	Very Low	-130.8	Higher

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

High Tech LA Middle - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-41.0**	**-7.3**	**Orange**	**-49.1**	**Higher**
Latino	Not Met	Yellow	-62.3	16.6	Orange	-80.8	Higher
White	Met	Orange	-35.2	-15.2	Yellow	-11.1	Lower
English Learner	Met	Orange	-91.7	-20.6	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Yellow	-58.1	12.3	Yellow	-80.8	Higher

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

High Tech LA Middle - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-69.3**	**-28.3**	**Orange**	**-47.6**	**Lower**
White	Met	Orange	-65.0	-29.8	Yellow	-10.3	Lower
English Learner	Met	Yellow	-87.7	4.0	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Orange	-74.6	-16.5	Orange	-78.2	Higher

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

e. English Learner Progress Indicator

In 2022 and 2023 on the ELPI, the charter school's English Learner Progress Rate was lower than the state. In 2024 on the ELPI, the charter school's English Learner Progress Rate for English Learner was lower than the state, and the Long-term English Learner student group was higher than the state.

High Tech LA Middle - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Not Met	No Performance Level	47.1%	Medium	50.3%	Lower

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

High Tech LA Middle - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	No Performance Color	42.3%	-4.8%	Yellow	48.7%	Lower

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

High Tech LA Middle - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	No Performance Color	43.2%	0.9%	Orange	45.7%	Lower
Long-term English Learner	Met	No Performance Color	66.7%	Not available	Orange	45.8%	Higher

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

f. College/Career Indicator

Not applicable

g. Chronic Absenteeism Indicator

In 2022, 2023, and 2024 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was lower than the state for All Students and for all numerically significant student groups.

h. Graduation Indicator [HS only]
Not applicable

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

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

k. Additional Information
Not applicable

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

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

a. Governance

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

b. Student Achievement and Educational Performance

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

c. Organizational Management, Programs, and Operations

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

d. Fiscal Operations

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

VI. VERIFIED DATA

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

Charter School provided data from "MAP Growth by NWEA, Grades K-12" (NWEA) *Student Growth Summary Report* in Reading, Language Usage, and Math. NWEA is an adopted academic progress indicator approved by the State Board of Education (SBE) to be on the verified data list. Per NWEA, this assessment only reports data disaggregated by grade levels.

Per Education Code section 47607.2 (c)(2), the State Board of Education established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. The *Student Growth Summary Report* provided by Charter School in Reading does not provide a participation rate on the report, however it does include the total number of "growth events[1]" on the reports. In 2024-2025 Charter School had a norm enrollment of 252 students and the NWEA Reading report indicates that the school had 238 growth events; the NWEA Language Usage had 235 growth events; and the NWEA Math report had 238 growth events. Thus, the 2024-2025 assessment data does not appear to include at least 95% of eligible students.

Per the California SBE's May 2023 Agenda Item #02, publisher guidance states, "A CGI range of -0.2 to 0.2 (or greater) could be used as an approximation of one year's growth (or more) in a subject, as the overall average growth of students would be generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure."

[1] Total Number of Growth Events: The number of students with valid growth-based test events for both terms.

ELA
Reading
Charter School provided data for 2023-2024 and 2024-2025 (Fall to Spring administration) for Grades 6-8, and for the following student groups[2]: English Learner, Socioeconomically Disadvantaged, and White.

The 2024-2025 disaggregated data outcomes are represented in the table below showing overall Grades 6-8, and all student groups met one year's progress.

MAP Growth Reading 2024-2025				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Reading: Conditional Growth Index (CGI)**	**One Year's Progress**
Grade 6	**91**	**-0.2 to 0.2**	**0.46**	Met
English Learner	**24**	**-0.2 to 0.2**	**0.82**	Met
Socioeconomically Disadvantaged	**73**	**-0.2 to 0.2**	**0.53**	Met
White	**81**	**-0.2 to 0.2**	**0.51**	Met
Grade 7	**79**	**-0.2 to 0.2**	**0.96**	Met
English Learner	**28**	**-0.2 to 0.2**	**0.49**	Met
Socioeconomically Disadvantaged	**61**	**-0.2 to 0.2**	**0.89**	Met
White	**66**	**-0.2 to 0.2**	**1.12**	Met
Grade 8	**68**	**-0.2 to 0.2**	**0.60**	Met
English Learner	**16**	**-0.2 to 0.2**	**0.45**	Met
Socioeconomically Disadvantaged	**53**	**-0.2 to 0.2**	**0.73**	Met
White	**60**	**-0.2 to 0.2**	**0.62**	Met

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

Charter School also submitted verified data using NWEA for the 2023-2024 school year. Based on NWEA's CGI range of -0.2 to 0.2, Charter School met the one year's progress for a majority of grade levels and student groups.

ELA
Language Usage
Charter School provided data for 2023-2024 and 2024-2025 (Fall to Spring administration) for Grades 6-8, and for the following student groups[3]: English Learner, Socioeconomically Disadvantaged, and White.

The 2024-2025 disaggregated data outcomes are represented in the table below showing overall Grades 6-8, and all student groups met one year's progress.

[2] Student group names that appear on the report may be different than names on the CA Dashboard (e.g., "Students with Disabilities will be labeled as "Special Education" on the NWEA report).
[3] Student group names that appear on the report may be different than names on the CA Dashboard (e.g., "Students with Disabilities will be labeled as "Special Education" on the NWEA report).

MAP Growth Language Usage 2024-2025				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Language Usage: Conditional Growth Index (CGI)**	**One Year's Progress**
Grade 6	**89**	**-0.2 to 0.2**	**0.34**	Met
English Learner	**23**	**-0.2 to 0.2**	**0.14**	Met
Socioeconomically Disadvantaged	**71**	**-0.2 to 0.2**	**0.32**	Met
White	**79**	**-0.2 to 0.2**	**0.33**	Met
Grade 7	**78**	**-0.2 to 0.2**	**0.48**	Met
English Learner	**28**	**-0.2 to 0.2**	**0.51**	Met
Socioeconomically Disadvantaged	**60**	**-0.2 to 0.2**	**0.39**	Met
White	**65**	**-0.2 to 0.2**	**0.40**	Met
Grade 8	**68**	**-0.2 to 0.2**	**0.42**	Met
English Learner	**16**	**-0.2 to 0.2**	**0.19**	Met
Socioeconomically Disadvantaged	**53**	**-0.2 to 0.2**	**0.45**	Met
White	**60**	**-0.2 to 0.2**	**0.40**	Met

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

Charter School also submitted verified data using NWEA for the 2023-2024 school year. Based on NWEA's CGI range of -0.2 to 0.2, Charter School met the one year's progress for a majority of grade levels and student groups.

MATH

Charter School provided data for 2023-2024 and 2024-2025 (Fall to Spring administration) for Grades 6-8, and for the following student groups[4]: English Learner, Socioeconomically Disadvantaged, and White.

The 2024-2025 disaggregated data outcomes are represented in the table below showing overall Grades 7-8, and Grade 7 (English Learner, Socioeconomically Disadvantaged, and White), and Grade 8 (English Learner, Socioeconomically Disadvantaged, and White) student groups, met one year's progress.

MAP Growth Math 2024-2025				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Math: Conditional Growth Index (CGI)**	**One Year's Progress**
Grade 6	**90**	**-0.2 to 0.2**	**-0.54**	Not Met
English Learner	**24**	**-0.2 to 0.2**	**-0.68**	Not Met

[4] Student group names that appear on the report may be different than names on the CA Dashboard (e.g., "Students with Disabilities will be labeled as "Special Education" on the NWEA report).

MAP Growth Math 2024-2025				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Math: Conditional Growth Index (CGI)**	**One Year's Progress**
Socioeconomically Disadvantaged	**72**	**-0.2 to 0.2**	**-0.60**	Not Met
White	**80**	**-0.2 to 0.2**	**-0.46**	Not Met
Grade 7	**79**	**-0.2 to 0.2**	**0.02**	Met
English Learner	**28**	**-0.2 to 0.2**	**-0.03**	Met
Socioeconomically Disadvantaged	**61**	**-0.2 to 0.2**	**-0.14**	Met
White	**66**	**-0.2 to 0.2**	**-0.02**	Met
Grade 8	**69**	**-0.2 to 0.2**	**0.45**	Met
English Learner	**16**	**-0.2 to 0.2**	**1.02**	Met
Socioeconomically Disadvantaged	**54**	**-0.2 to 0.2**	**0.53**	Met
White	**61**	**-0.2 to 0.2**	**0.51**	Met

Charter School also submitted verified data using NWEA for the 2023-2024 school year. Based on NWEA's CGI range of -0.2 to 0.2, Charter School met the one year's progress for a majority of grade levels and student groups.

Based on the review and consideration of verified data, High Tech LA Middle included two years of data, including grade levels 6-8 and student group reports (English Learner, Socioeconomically Disadvantaged, and White) in Reading, Language Usage, and Math. High Tech LA Middle appears to have not met the 95 percent participation rate based on norm enrollment compared to growth events.

I. FURTHER ANALYSIS FOR MIDDLE PERFORMING CHARTER SCHOOLS

Following the review of the foregoing performance data for this charter school placing a greater weight on academic performance on the California School Dashboard, and considering Charter School's performance on the Dashboard and verified data, staff determined that the school's performance in ELA requires further review.

Based on the charter school's performance on California School Dashboard in ELA and the submitted verified data by the charter school, Staff conducted a further analysis of ELA in comparison to the Resident Schools Median (RSM).[5] As indicated in the tables below, when comparing the school to the RSM, High Tech LA Middle's data indicates that its student performance on California School Dashboard in 2022, 2023, and 2024 was higher than the RSM for All Students and for all numerically significant student groups in ELA.

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

Resident Schools Analysis

Academic Performance Medians- English Language Arts

High Tech LA Middle 2021-2022 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Status Level**	**Charter (DFS)**	**Resident Schools Number of Students with Scores**	**Resident Schools Median Status Level**	**Resident Schools Median (DFS)**	**Charter to Resident Schools Median Comparison (DFS)**
All Students	**192**	**Low**	**-10.5**	**6,697**	**Low**	**-54.2**	**Higher**
Latino	60	Low	-18.0	5,086	Low	-56.5	Higher
White	105	Low	-15.8	1,047	Low	-39.8	Higher
English Learner	37	Low	-46.0	1,826	Very Low	-113.6	Higher
Socioeconomically Disadvantaged	62	Low	-42.4	5,815	Low	-55.4	Higher
Students with Disabilities	33	Very Low	-74.0	990	Very Low	-133.0	Higher

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

High Tech LA Middle 2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Color**	**Charter (DFS)**	**Resident Schools Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Schools Median Comparison (DFS)**
All Students	**211**	**Orange**	**-25.9**	**6,639**	**Orange**	**-60.0**	**Higher**
Latino	39	Orange	-21.9	4,984	Orange	-64.7	Higher
White	159	Orange	-28.3	1,054	Orange	-34.6	Higher
English Learner	41	Red	-78.8	1,870	Red	-116.8	Higher
Socioeconomically Disadvantaged	116	Orange	-41.9	5,331	Orange	-63.3	Higher

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

High Tech LA Middle 2023-2024 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Color**	**Charter (DFS)**	**Resident Schools Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Schools Median Comparison (DFS)**
All Students	**220**	**Orange**	**-41.9**	**6,216**	**Yellow**	**-52.4**	**Higher**
White	188	Orange	-44.0	970	Yellow	-48.3	Higher
English Learner	75	Orange	-74.5	2,028	Orange	-101.3	Higher
Socioeconomically Disadvantaged	126	Orange	-53.1	5,381	Yellow	-53.8	Higher

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

II. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

High Tech LA Middle's fiscal condition is positive and has been upward trending since the 2020-2021 fiscal year.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Unaudited Actuals)
Net Assets	$917,573	$1,099,647	$1,581,700	$1,581,702	$1,690,888
Net Income/Loss	$619,065	$182,074	$482,053	$2	$109,186
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment [A]	211	210	229	234	252

[A] High Tech LA Middle reported 277 Norm Enrollment for Fiscal Year 2025-2026. High Tech LA Middle stated that it plans to increase enrollment through various means, for example, increasing community engagement. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

b. 2023-2024 Independent Audit Report
Audit Opinion: Unmodified/Unqualified
Material Weaknesses: None Reported
Deficiencies/Findings: None Reported
Lack of a Going Concern: None Reported

c. Other Significant Fiscal Information
The financial condition of the charter operator is summarized in the table below.

HIGHTECH LA					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
2	2	$8,045,106	$142,738	$1,689,323	$99,932

Charter School is seeking to relocate to a new facility, with the Certificate of Occupancy (COO) still pending as it continues to work with the relevant authorities to secure the required approvals. The budget and cash flow projections submitted with Charter School's renewal petition include the rental obligations for the new site. Despite these additional costs, the submitted budget and cash flow projections show positive cash balances and reserve levels that exceed the District-recommended thresholds.

High Tech LA Middle

Board District: 3 | Region: North | Location Code: 5260

CA School Dashboard: Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023								Dashboard 2024						
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	98%	192	-10.5	Low	-12.2	Higher	99%	211	-25.9	-15.4	Declined Significantly	Orange	-13.6	Lower	100%	220	-41.9	-16.0	Declined Significantly	Orange	-13.2	Lower
English Learner	98%	37	-46.0	Low	-61.2	Higher	100%	41	-78.8	-32.8	Declined Significantly	Red	-67.7	Lower	100%	75	-74.5	4.3	Increased	Orange	-67.6	Lower
Latino	98%	60	-18.0	Low	-38.6	Higher	95%	39	-21.9	-3.9	Declined	Orange	-40.2	Higher	100%	24	-16.6	5.3	Increased	--	-39.3	--
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	100%	12	-94.8	--	--	--	-109.6	--
Socioeconomically Disadvantaged	98%	62	-42.4	Low	-41.4	Lower	98%	116	-41.9	0.5	Maintained	Orange	-42.6	Higher	100%	126	-53.1	-11.2	Declined	Orange	-40.9	Lower
Students with Disabilities	94%	33	-74.0	Very Low	-97.3	Higher	93%	23	-96.6	-20.9	Declined Significantly	--	-96.3	--	100%	19	-94.6	2.0	Maintained	--	-95.6	--
White	98%	105	-15.8	Low	21.9	Lower	100%	159	-28.3	-12.5	Declined	Orange	20.8	Lower	100%	188	-44.0	-15.7	Declined Significantly	Orange	19.2	Lower

Data Sources: California School Dashboard Research data files.

High Tech LA Middle

Board District: 3 | Region: North | Location Code: 5260

CA School Dashboard: Academic Performance - Math

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

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023								Dashboard 2024							
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	97%	188	-33.7	Low	-51.7	Higher	99%	210	-41.0	-7.3	Declined	Orange	-49.1	Higher	100%	222	-69.3	-28.3	Declined Significantly	Orange	-47.6	Lower
English Learner	98%	37	-71.2	Low	-92.0	Higher	100%	41	-91.7	-20.6	Declined Significantly	Orange	-93.4	Higher	100%	78	-87.7	4.0	Increased	Yellow	-93.4	Higher
Latino	97%	59	-78.9	Low	-83.4	Higher	93%	39	-62.3	16.6	Increased Significantly	Yellow	-80.8	Higher	100%	25	-84.8	-22.5	Declined Significantly	--	-79.2	--
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	100%	12	-130.5	--	--	--	-163.5	--
Socioeconomically Disadvantaged	97%	60	-70.4	Low	-84.0	Higher	98%	115	-58.1	12.3	Increased	Yellow	-80.8	Higher	100%	129	-74.6	-16.5	Declined Significantly	Orange	-78.2	Higher
Students with Disabilities	91%	33	-125.8	Very Low	-130.8	Higher	93%	23	-119.8	12.2	Increased	--	-127.3	--	100%	19	-128.8	-9.0	Declined	--	-124.3	--
White	98%	104	-20.0	Medium	-13.4	Lower	100%	159	-35.2	-15.2	Declined Significantly	Orange	-11.1	Lower	100%	189	-65.0	-29.8	Declined Significantly	Orange	-10.3	Lower

Data Sources: California School Dashboard Research data files.

High Tech LA Middle

Board District: 3 | Region: North | Location Code: 5260

CA School Dashboard: English Learner Progress Indicator (ELPI)

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

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

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator

	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	Students	ELPI	Status Level	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State
English Learner	17	47.1%	Medium	50.3%	Lower	26	42.3%	-4.8	Declined	--	48.7%	Lower	44	43.2%	0.9	Maintained	--	45.7%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	12	66.7%	--	--	--	45.8%	Higher

Student English Language Acquisition Results Summative ELPAC

		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2022	EL	29.4%	17.6%	29.4%	23.5%	47.5%	2.8%	31.4%	18.3%
2023	EL	26.9%	15.4%	26.9%	30.8%	45.7%	2.3%	32.2%	18.3%
2024	EL	43.2%	0.0%	43.2%	13.6%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	66.7%	0.0%	16.7%	16.7%	41.6%	3.4%	28.5%	24.7%

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

Summative ELPAC Participation Rate Report

		School				State of California			
End Year	Student Group	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%
2022	EL	18	19	94.7%	N	1,052,513	1,088,734	96.7%	Y
2023	EL	39	39	100.0%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	4	4	100.0%	Y	193,182	202,530	95.4%	Y
2024	EL	52	53	98.1%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	11	11	100.0%	Y	182,603	190,459	95.9%	Y

High Tech LA Middle

Board District: 3 | Region: North | Location Code: 5260

CA School Dashboard: Chronic Absenteeism

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

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

Chronic Absenteeism - CA School Dashboard Indicator																			
	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	Students	Chronic Absenteeism	Status Level	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	221	11.3%	High	30.0%	Lower	244	6.6%	-4.8	Declined Significantly	Green	24.3%	Lower	248	2.8%	-3.7	Declined Significantly	Blue	18.6%	Lower
English Learner	21	19.0%	High	33.6%	--	41	2.4%	-16.6	Declined	--	26.3%	Lower	56	5.4%	2.9	Increased	Orange	20.1%	Lower
Latino	65	12.3%	High	35.8%	Lower	46	19.6%	7.3	Increased	Orange	28.4%	Lower	30	10.0%	-9.6	Declined	Green	21.7%	--
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	13	0.0%	--	--	--	23.9%	--
Socioeconomically Disadvantaged	74	16.2%	High	37.4%	Lower	139	7.9%	-8.3	Declined	Green	29.9%	Lower	146	4.1%	-3.8	Declined	Green	23.4%	Lower
Students with Disabilities	36	22.2%	Very High	39.6%	Lower	28	17.9%	-4.4	Declined	--	33.1%	--	21	4.8%	-13.1	Declined	--	26.3%	--
Two or More	14	7.1%	Medium	25.1%	--	6	*	*	*	*	21.6%	*	5	*	*	*	*	16.2%	*
White	123	11.4%	High	21.9%	Lower	184	3.3%	-8.1	Declined Significantly	Blue	18.5%	Lower	208	1.4%	-1.8	Declined	Blue	13.5%	Lower

Data Sources: California School Dashboard Research data files.

High Tech LA Middle

Board District: 3 | Region: North | Location Code: 5260

CA School Dashboard: Suspension Rate Indicator

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

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

Suspension Rate Indicator - CA School Dashboard Indicator																			
	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	Students	Suspension Rate	Status Level	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State
All Students	227	4.4%	Medium	3.1%	Higher	246	0.0%	-4.4	Declined Significantly	Blue	3.5%	Lower	254	1.2%	1.2	Increased	Yellow	3.2%	Lower
English Learner	22	13.6%	Very High	3.2%	--	41	0.0%	-13.6	Declined	--	3.7%	Lower	57	3.5%	3.5	Increased	Orange	3.4%	Higher
Latino	65	7.7%	Medium	3.3%	Higher	47	0.0%	-7.7	Declined	Blue	3.8%	Lower	31	0.0%	0.0	Maintained	Blue	3.4%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	14	14.3%	--	--	--	8.1%	--
Socioeconomically Disadvantaged	76	3.9%	Medium	4.0%	Lower	139	0.0%	-3.9	Declined	Blue	4.5%	Lower	150	0.7%	0.7	Increased	Yellow	4.0%	Lower
Students with Disabilities	36	8.3%	High	5.4%	Higher	29	0.0%	-8.3	Declined	--	5.9%	--	22	0.0%	0.0	Maintained	--	5.4%	--
Two or More	16	0.0%	Very Low	2.9%	--	6	*	*	*	*	3.3%	*	5	*	*	*	*	3.0%	*
White	127	3.9%	Medium	2.6%	Higher	185	0.0%	-3.9	Declined Significantly	Blue	2.9%	Lower	213	1.4%	1.4	Increased	Yellow	2.6%	Lower

Data Sources: California School Dashboard Research data files.

High Tech LA Middle

Board District: 3 | Region: North | Location Code: 5260

Enrollment Report

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

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

Enrollment by Ethnicity and Student Group						
	2023-2024			2024-2025		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	244	529,902	5,837,690	250	516,685	5,806,221
F/R Meal	43.9%	80.6%	61.6%	77.2%	81.9%	62.7%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A
English Learner	22.1%	20.1%	18.4%	29.2%	18.6%	17.4%
Foster Youth	0.0%	0.6%	0.5%	0.0%	0.5%	0.5%
Homeless Youth	0.0%	2.1%	3.6%	0.0%	2.7%	4.0%
Socioeconomically Disadvantaged	45.9%	81.3%	62.7%	77.6%	82.4%	63.6%
Students w/ Disabilities	8.2%	14.8%	13.7%	6.8%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	1.2%	7.3%	4.9%	1.6%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.8%	3.4%	9.9%	1.2%	3.3%	10.1%
Filipino	0.4%	1.7%	2.2%	0.4%	1.6%	2.2%
Latino	11.9%	73.8%	56.1%	8.8%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	83.6%	9.8%	20.3%	86.0%	9.7%	20.0%
Two or More Races	0.4%	2.0%	4.6%	0.8%	2.1%	4.8%
Not Reported	1.6%	1.8%	1.1%	1.2%	2.2%	1.2%

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

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

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

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

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	5	5%	17,921	7.3%	226,508	11.1%	11	8.5%	15,302	6.5%	211,186	10.6%	19	12.1%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	5	5%	17,295	7.1%	144,189	7.1%	4	3.1%	15,717	6.7%	136,188	6.8%	5	3.2%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	11	11%	60,457	24.7%	505,486	24.8%	23	17.8%	60,574	25.7%	519,651	26.0%	35	22.3%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	14	14%	18,850	7.7%	236,319	11.6%	16	12.4%	14,725	6.2%	207,768	10.4%	14	8.9%	13,775	6.2%	178,306	9.3%
EL Total	35	35%	114,523	46.8%	1,112,502	54.5%	54	41.9%	106,318	45.0%	1,074,793	53.8%	73	46.5%	95,959	43.3%	1,009,030	52.6%
RFEP	65	65%	130,377	53.2%	927,694	45.5%	75	58.1%	129,789	55.0%	924,422	46.2%	84	53.5%	125,465	56.7%	909,298	47.4%
Total Ever EL	100	100%	244,900	100.0%	2,040,196	100.0%	129	100.0%	236,107	100.0%	1,999,215	100.0%	157	100.0%	221,424	100.0%	1,918,328	100.0%

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

High Tech LA Middle

Board District: 3 | Region: North | Location Code: 5260

Students with Disabilities Report

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

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	244			529,902			250			516,685		
Students with Disabilities	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	20	100%	8.2%	78,319	100%	14.8%	17	100%	6.8%	80,505	100%	15.6%
High Incidence	16	80%	6.6%	52,153	66.6%	9.8%	13	76.5%	5.2%	52,412	65.1%	10.1%
Low Incidence	4	20%	1.6%	26,162	33.4%	4.9%	4	23.5%	1.6%	28,084	34.9%	5.4%
Autism	3	15%	1.2%	18,713	23.9%	3.5%	4	23.5%	1.6%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Emotional Disturbance	1	5%	0.4%	1,148	1.5%	0.2%	0	0%	0%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	0	0%	0%	971	1.2%	0.2%	0	0%	0%	931	1.2%	0.2%
Intellectual Disability	0	0%	0%	3,393	4.3%	0.6%	0	0%	0%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	5	25%	2%	10,930	14%	2.1%	5	29.4%	2%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0%	0%	533	0.7%	0.1%	0	0%	0%	434	0.5%	0.1%
Specific Learning Disability	11	55%	4.5%	29,615	37.8%	5.6%	7	41.2%	2.8%	29,368	36.5%	5.7%
Speech or Language Impairment	0	0%	0%	11,608	14.8%	2.2%	1	5.9%	0.4%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	0	0%	0%	185	0.2%	0%	0	0%	0%	175	0.2%	0%

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

ATTACHMENT C

High Tech LA Middle

Resident Schools Data Set

Academic Performance Medians- English Language Arts

2021-2022 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator					
School Name	**Student Group**	**Number of Students with Scores**	**Charter (DFS)**	**Charter Status Level**	**Charter to Resident Comparison (DFS)**
High Tech LA Middle	All Students	192	-10.5	Low	
Resident Schools	**Student Group**	**Number of Students with Scores**	**Resident Schools Median (DFS)**	**Resident Schools Median Status Level**	**Charter to Resident Comparison (DFS)**
James Madison Middle	All Students	1,219	-55.0	Low	Higher
Louis D. Armstrong Middle	All Students	1,249	21.0	High	Lower
Richard E. Byrd Middle	All Students	1,037	-40.3	Low	Higher
Robert Fulton College Preparatory	All Students	671	-70.5	Very Low	Higher
Roy Romer Middle	All Students	789	-55.1	Low	Higher
Sun Valley Magnet	All Students	908	-52.6	Low	Higher
Van Nuys Middle	All Students	824	-54.2	Low	Higher
Resident Schools Median	**All Students**	**6,697**	**-54.2**	**Low**	**Higher**

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

High Tech LA Middle 2021-2022 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Status Level**	**Charter (DFS)**	**Resident Schools Number of Students with Scores**	**Resident Schools Median Status Level**	**Resident Schools Median (DFS)**	**Charter to Resident Schools Median Comparison (DFS)**
All Students	**192**	**Low**	**-10.5**	**6,697**	**Low**	**-54.2**	**Higher**

High Tech LA Middle 2021-2022 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Status Level**	**Charter (DFS)**	**Resident Schools Number of Students with Scores**	**Resident Schools Median Status Level**	**Resident Schools Median (DFS)**	**Charter to Resident Schools Median Comparison (DFS)**
Latino	60	Low	-18.0	5,086	Low	-56.5	Higher
White	105	Low	-15.8	1,047	Low	-39.8	Higher
English Learner	37	Low	-46.0	1,826	Very Low	-113.6	Higher
Socioeconomically Disadvantaged	62	Low	-42.4	5,815	Low	-55.4	Higher
Students with Disabilities	33	Very Low	-74.0	990	Very Low	-133.0	Higher

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

2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
School Name	**Student Group**	**Number of Students with Scores**	**Charter Performance Level (color)**	**Charter (DFS)**	**Charter Change**	**Charter Change Level**	**Charter to Resident Comparison (DFS)**
High Tech LA Middle	All Students	211	Orange	-25.9	-15.4	Declined Significantly	
Resident Schools	**Student Group**	**Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Resident Schools Median Change**	**Resident Schools Median Change Level**	**Charter to Resident Comparison (DFS)**
James Madison Middle	All Students	1,166	Orange	-60.0	-5.0	Declined	Higher
Louis Armstrong Middle	All Students	1,238	Green	14.8	-6.1	Declined	Lower
Richard E. Byrd Middle	All Students	1,051	Orange	-49.8	-9.5	Declined	Higher
Robert Fulton College Preparatory	All Students	711	Red	-81.9	-11.4	Declined	Higher

2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
School Name	**Student Group**	**Number of Students with Scores**	**Charter Performance Level (color)**	**Charter (DFS)**	**Charter Change**	**Charter Change Level**	**Charter to Resident Comparison (DFS)**
Roy Romer Middle	All Students	755	Red	-78.1	-23.1	Declined Significantly	Higher
Sun Valley Magnet	All Students	904	Orange	-63.6	-11.1	Declined	Higher
Van Nuys Middle	All Students	814	Orange	-52.8	1.3	Maintained	Higher
Resident Schools Median	**All Students**	**6,639**	**Orange**	**-60.0**	**-9.5**	**Declined**	**Higher**

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

High Tech LA Middle 2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Color**	**Charter (DFS)**	**Resident Schools Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Schools Median Comparison (DFS)**
All Students	**211**	**Orange**	**-25.9**	**6,639**	**Orange**	**-60.0**	**Higher**
Latino	39	Orange	-21.9	4,984	Orange	-64.7	Higher
White	159	Orange	-28.3	1,054	Orange	-34.6	Higher
English Learner	41	Red	-78.8	1,870	Red	-116.8	Higher
Socioeconomically Disadvantaged	116	Orange	-41.9	5,331	Orange	-63.3	Higher

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

2023-2024 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
School Name	**Student Group**	**Number of Students with Scores**	**Charter Performance Level (color)**	**Charter (DFS)**	**Charter Change**	**Charter Change Level**	**Charter to Resident Comparison (DFS)**
High Tech LA Middle	All Students	220	Orange	-41.9	-16.0	Declined Significantly	
Resident Schools	**Student Group**	**Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Resident Schools Median Change**	**Resident Schools Median Change Level**	**Charter to Resident Comparison (DFS)**
James Madison Middle	All Students	1,111	Orange	-58.8	1.2	Maintained	Higher
Louis Armstrong Middle	All Students	1,127	Green	15.8	1.0	Maintained	Lower
Richard E. Byrd Middle	All Students	900	Yellow	-39.4	10.4	Increased	Lower
Robert Fulton College Preparatory	All Students	740	Orange	-73.5	8.4	Increased	Higher
Roy Romer Middle	All Students	696	Yellow	-52.4	25.7	Increased Significantly	Higher
Sun Valley Magnet	All Students	909	Yellow	-58.5	5.1	Increased	Higher
Van Nuys Middle	All Students	733	Yellow	-41.5	11.3	Increased	Lower
Resident Schools Median	**All Students**	**6,216**	**Yellow**	**-52.4**	**8.4**	**Increased**	**Higher**

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

High Tech LA Middle 2023-2024 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Color**	**Charter (DFS)**	**Resident Schools Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Schools Median Comparison (DFS)**
All Students	**220**	**Orange**	**-41.9**	**6,216**	**Yellow**	**-52.4**	**Higher**
White	188	Orange	-44.0	970	Yellow	-48.3	Higher
English Learner	75	Orange	-74.5	2,028	Orange	-101.3	Higher
Socioeconomically Disadvantaged	126	Orange	-53.1	5,381	Yellow	-53.8	Higher

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

ATTACHMENT D

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
HIGH TECH LA MIDDLE
BOARD OF EDUCATION REPORT 130 – 25/26
November 17, 2025

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

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

III. Proposed Change:
The approval of this charter petition would renew the charter of High Tech LA Middle for five (5) years beginning July 1, 2026 until June 30, 2031.

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

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

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:
Imelda Phillips
IMELDA P. PHILLIPS, Ed.D.
Specialist
Charter Schools Division

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

TAB 10

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

Board of Education Report

File #: Rep-135-25/26, **Version:** 1 **Agenda Date:** 11/17/2025
In Control: Charter Schools Division

Approval of the Renewal Petition for Magnolia Science Academy 4 [PUBLIC HEARING]
Charter Schools Divsion

Brief Description:
(Approval of the Renewal Petition for Magnolia Science Academy 4) Recommends approval of the renewal petition for Magnolia Science Academy 4, a Start-Up Independent charter school, located in Board District 4 and Region West, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 360 students in grades 6-12 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Magnolia Science Academy 4 ("Charter School"), a Start-Up Independent charter school, located in Board District 4 and Region West, for five (5) years, beginning July 1, 2026 until June 30, 2031, to serve up to 360 students in grades 6-12 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:
Magnolia Science Academy 4 is a 6-12 span school currently serving 124 students on a District campus at 11330 W. Graham Place, Room B-9, Los Angeles, CA, 90064 in Board District 4 and Region West. Magnolia Science Academy 4 was originally approved by the LAUSD Board of Education on February 26, 2008. 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 Magnolia Science Academy 4 expires June 30, 2026.

On August 21, 2025, Magnolia Science Academy 4 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, 2025.

An initial Public Hearing was held on October 14, 2025.

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

Due Diligence:
Current Magnolia Science Academy 4 governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A confidential due diligence review of the charter school and its governing organization, school leader and financial manager, was

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

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

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

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

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

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

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

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal charter petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2026.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal charter petition, Charter School would not be authorized to continue operations as a charter school.

The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 135, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of Charter School renewal petition.

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

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

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

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

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

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

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

Attachments:
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Magnolia Science Academy 4 Data Set
Attachment C - Magnolia Science Academy 4 RSM Data
Attachment D - Desegregation Impact Statement

Budget, Petition, and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1HbmpNl-Zvbvcr1ur78gBCnIhdmcxKJt8?usp=sharing>

Submitted:
10/23/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

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

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 135-25/26
November 17, 2025

School Name:	**Magnolia Science Academy 4**		BOARD IS REQUIRED TO TAKE ACTION BY: **November 19, 2025**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Magnolia Education and Research Foundation**		
Location Code:	**8011**		
Type of Site(s):	**District-Proposition 39 Co-Location**		
Site Address(es):	**11330 W. Graham Place, Room B-9, Los Angeles, CA 90064 (Daniel Webster Middle Campus)**		
Board District(s):	**4**	Region(s):	**West**
Grade Levels Served:	**6-12**	Current Enrollment:	**124**
Grade Levels Authorized in Current Charter:	**6-12**	Approved Enrollment in Current Charter:	**360**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval for a five (5)-year term (2026-2031)**		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Magnolia Science Academy 4 ("MSA 4" or "Charter School"), located in Board District 4 and Region West, for a term of five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 360 students in grades 6-12 in each year of the charter term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

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

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

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

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

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

III. GENERAL SCHOOL INFORMATION

A. School History

	Magnolia Science Academy 4
Initial Authorization:	On February 26, 2008, Magnolia Science Academy 4 was authorized by the LAUSD Board of Education to serve 575 students in grades 6-11.
Most Recent Renewal:	The charter was renewed on November 7, 2017, for a five-year term (July 1, 2018 - June 30, 2023) to serve up to 360 students in grades 6-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Magnolia Science Academy 4 expires June 30, 2026.

	Magnolia Science Academy 4
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	On November 7, 2017, as part of the school's most recent renewal, the LAUSD Board of Education issued the following academic and fiscal benchmarks to Magnolia Science Academy 4: Academic benchmarks: 1. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for numerically significant subgroups in English Language Arts as measured by the CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools Median, with the goal of achieving and maintaining the "Green" performance level or higher. 2. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for numerically significant subgroups in Math as measured by the CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools Median, with the goal of achieving and maintaining the "Green" performance level or higher. Fiscal benchmarks: 3. The school shall provide the Charter Schools Division (CSD) with the complete, executed service contract signed between Magnolia Educational & Research Foundation (MERF) and School Services of California's (SSCal), as approved by MERF's governing board on May 20, 2017, no later than November 30, 2017. This contract shall reflect SSCal's scope of work for the six-month period spanning from January 2017 through June 2017. 4. MERF shall continue to apprise the CSD of SSCal's findings and recommendations pertaining to its reviews of Magnolia schools' May and June 2017 transactions. MERF will provide the CSD with SSCal's review status in writing on a monthly basis, beginning December 1, 2017, until SSCal completes its six-month reviews. 5. MERF will provide the CSD with SSCal's management letters and MERF's action items in response to SSCal's findings, if any, within 30 days from the date of the management letter issued by SSCal. SSCal's final management letter, along with MERF's response and action items, shall be provided to the Charter Schools Division no later than December 1, 2018. 6. Upon the CSD's review of SSCal's first six (6) months of oversight when completed, the District will determine if it is necessary to extend SSCal's oversight period, pursuant to

	Magnolia Science Academy 4
Board Benchmarks in Current Charter Term (cont.):	the February 8, 2017 letter issued by LAUSD legal counsel to MERF, which states, "MERF must remain subject to fiscal oversight by FCMAT or an equivalent entity for six (6) consecutive months in 2017, to commence as soon as possible, with an option, at the District's request and sole discretion, to extend the oversight depending on the results of the first six (6) months of oversight." MERF may *not* terminate or cease SSCal's work without the CSD's or District's prior consent in writing. 7. MERF will continue to take steps to remediate its fiscal practices and demonstrate improvement in its fiscal management and operations, based on the recommendations made by the Fiscal Crisis & Management Assistance Team and SSCal, through the end of the term of MSA 4's charter or by the end of fiscal year 2022-2023. 8. MERF must provide an annual update to the Charter Schools Division starting by December 15 of each year through the end of the term of MSA 4's charter or by the end of fiscal year 2022-2023, as to its progress in improving the school's fiscal management and operations as mentioned in the fiscal benchmark 5 above. Please see the "Additional Information" section below.
Submission of Renewal Petition Application:	MSA 4 submitted its renewal petition application on August 21, 2025. The 90-day statutory timeline for Board action on the petition runs through November 19, 2025.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	MSA 4 implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	MSA 4 participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Magnolia Science Academy 4 is operated by Magnolia Educational & Research Foundation (MERF), a California nonprofit public benefit corporation that also operates three (3) other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

MSA 4 has been identified by the state as a Middle performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the

California School Dashboard, and whether there was clear and convincing verified data evidence showing the school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School's Dashboard performance was higher than the state in English Language Arts (ELA) and on the English Language Progress Indicator (ELPI), but lower than the state in Math in 2023-2024, which was the only year with a numerically significant number of students tested. The charter school provided three years of verified data, with participation rate issues noted below. The charter school also provided postsecondary data. Further analysis in Math demonstrated higher outcomes for the charter school when compared to Resident Schools.

Please note the school did not serve students in grades 6-8 in 2021-2022 or 2022-2023. According to school leaders, students in these grades had the opportunity to enroll at another MERF charter school, Magnolia Science Academy 6, during these years.

Please see the Magnolia Science Academy 4 data sets and Verified Data Reports.

b. Measurements of Academic Performance on the California School Dashboard

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

Magnolia Science Academy 4 Dashboard Indicators

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	No Performance Level	No Performance Level	High	Not Applicable	Not Applicable	No Performance Level	Medium
2022-2023	No Performance Color	No Performance Color	No Performance Color	No Performance Level	Not Applicable	No Performance Color	Orange
2023-2024	No Performance Color	No Performance Color	No Performance Color	No Performance Color	No Performance Color	No Performance Color	Green

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

c. English Language Arts Indicator

In 2022 and 2023 in ELA, the charter school did not have numerically significant student groups. In 2024 in ELA, however, the charter school's Distance from Standard (DFS) was higher than the state for All Students and both numerically significant student groups.

Magnolia Science Academy 4 - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**No Performance Color**	**0.2**	**15.6**	**Orange**	**-13.2**	**Higher**
Latino	Met	No Performance Color	3.2	19.0	Orange	-39.3	Higher
Socioeconomically Disadvantaged	Met	No Performance Color	-1.8	13.7	Orange	-40.9	Higher

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

d. Math Indicator

In 2022 and 2023 in Math, the charter school did not have numerically significant student groups. In 2024 in Math, however, the charter school's DFS was lower than the state for All Students and for both numerically significant student groups.

Magnolia Science Academy 4 - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**No Performance Color**	**-93.6**	**42.5**	**Orange**	**-47.6**	**Lower**
Latino	Met	No Performance Color	-90.8	47.6	Orange	-79.2	Lower
Socioeconomically Disadvantaged	Met	No Performance Color	-97.9	38.2	Orange	-78.2	Lower

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

e. English Learner Progress Indicator

In 2022 on the ELPI, the charter school did not have a performance level due to the low number of English Learners, but the charter school's English Learner Progress Rate was higher than the state's rate. In 2023 and 2024, the charter school did not have a performance color due to the low number of English Learners, however, the English Learner Progress Rates for the English Learner and Long-term English Learner student groups were higher than the state's rates.

Magnolia Science Academy 4 - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	No Performance Level	56.3%	Medium	50.3%	Higher

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

Magnolia Science Academy 4 - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	No Performance Color	61.1%	4.9%	Yellow	48.7%	Higher

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

Magnolia Science Academy 4 - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	No Performance Color	63.6%	2.5%	Orange	45.7%	Higher
Long-term English Learner	Met	No Performance Color	71.4%	8.9%	Orange	45.8%	Higher

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

f. College/Career Indicator

The College/Career Indicator was not reported on the 2022 Dashboard. In 2023 and 2024, the charter school did not have a performance level due to not having numerically significant student groups.

g. Chronic Absenteeism Indicator

MSA 4 did not serve students in grades 6-8 in the 2021-2022 or 2022-2023 school years. As such, the charter school does not have 2022 or 2023 Chronic Absenteeism Indicator data as the charter school did not have numerically significant students in the applicable grades for those years. In 2024, the charter school's rate of chronic absenteeism was higher than the state for All Students.

h. Graduation Indicator [HS only]

In 2022, 2023, and 2024, the charter school's percentage of graduated students was higher than the state for All Students and for both of the school's two student groups with reported data. However, there were no numerically significant student groups in any year. MSA 4's students must meet A-G requirements with a grade of "C" or better.

i. Suspension Rate Indicator

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

j. Dashboard Local Indicators

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

k. Additional Information

As noted above, Magnolia Science Academy 4 has two (2) academic benchmarks and six (6) fiscal benchmarks in its current term. The following summarizes the outcomes of each benchmark for each of the seven years (2018-2025) of the current charter term.

Note: Annual benchmark status updates are based on prior year(s) performance outcomes. For example, benchmarks that require performance level growth (as reported for the years in the

tables below) are based on available data from the preceding two school years (e.g., 2019-2020 benchmark status is based on 2018 CA Dashboard data and the 2019 CA Dashboard data). As CA Dashboard data is unavailable for the 2019–2020 and 2020–2021 school years due to statewide assessment disruptions caused by the COVID-19 pandemic, "No Update" is indicated for applicable benchmarks for 2020-2021 and 2021-2022 in the tables below.

Benchmark 1: *The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for numerically significant subgroups in English Language Arts as measured by the CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools Median, with the goal of achieving and maintaining the "Green" performance level or higher.*

Benchmark 1: ELA (Numerically Significant Subgroups)						
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Not Met	Not Met	No Update	No Update	No Update	No Update	Not Met

Benchmark 1 was not met for three years (2018-2019, 2019-2020, and 2024-2025). No update was available for four years (2020-2021, 2021-2022, 2022-2023, and 2023-2024) as there were no numerically significant student groups for those years.

Benchmark 2: *The school will demonstrate at least one performance level growth per academic year, as reported on the California Dashboard, for numerically significant subgroups in Math as measured by CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools Median, with the goal of achieving and maintain the "Green" performance level or higher.*

Benchmark 2: Math (Numerically Significant Subgroups)						
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Not Met	Not Met	No Update	No Update	No Update	No Update	Met

Benchmark 2 was met in 2024-2025 and not met in 2018-2019 or 2019-2020. No update was available for four years (2020-2021, 2021-2022, 2022-2023, and 2023-2024) as there were no numerically significant student groups for those years.

Benchmark 3: *The school shall provide the CSD with the complete, executed service contract signed between MERF and SSCal, as approved by MERF's governing board on May 20, 2017, no later than November 30, 2017. This contract shall reflect SSCal's scope of work for the six-month period spanning from January 2017 through June 2017.*

Benchmark 3 was met in 2017-2018 and 2018-2019. Upon the completion of the original review from January 2017 through June 2017, LAUSD requested additional review from January 2018 through April 2018. SSCal issued its final management report on July 27, 2018.

Benchmark 4: *MERF shall continue to apprise the CSD of SSCal's findings and recommendations pertaining to its reviews of Magnolia schools' May and June 2017 transactions. MERF will provide*

the CSD with SSCal's review status in writing on a monthly basis, beginning December 1, 2017, until SSCal completes its six-month reviews.

Benchmark 4 was met in 2017-2018 and 2018-2019.

Benchmark 5: *MERF will provide the CSD with SSCal's management letters and MERF's action items in response to SSCal's findings, if any, within 30 days from the date of the management letter issued by SSCal. SSCal's final management letter, along with MERF's response and action items, shall be provided to the CSD no later than December 1, 2018.*

Benchmark 5 was met in 2017-2018 and 2018-2019.

Benchmark 6: *Upon the CSD's review of SSCal's first six (6) months of oversight when completed, the District will determine if it is necessary to extend SSCal's oversight period, pursuant to the February 8, 2017 letter issued by LAUSD legal counsel to MERF, which states, "MERF must remain subject to fiscal oversight by FCMAT or an equivalent entity for six (6) consecutive months in 2017, to commence as soon as possible, with an option, at the District's request and sole discretion, to extend the oversight depending on the results of the first six (6) months of oversight." MERF may not terminate or cease SSCal's work without the CSD's or District's prior consent in writing.*

Benchmark 6 was met in 2018-2019. As noted above, LAUSD requested additional review from January 2018 through April 2018.

Benchmark 7: *MERF will continue to take steps to remediate its fiscal practices and demonstrate improvement in its fiscal management and operations, based on the recommendations made by the Fiscal Crisis & Management Assistance Team and SSCal, through the end of the term of MSA 4's charter or by the end of fiscal year 2022-2023.*

Benchmark 7 was met in 2024-2025. MERF implemented fiscal practices based on SSCal's recommendations throughout the operative charter and consolidated its financial system to minimize the number of systems that it used based on SSCal's recommendations during 2024-2025.

Benchmark 8: *MERF must provide an annual update to the Charter Schools Division starting by December 15 of each year through the end of the term of MSA 4's charter or by the end of fiscal year 2022-2023, as to its progress in improving the school's fiscal management and operations as mentioned in the fiscal benchmark 7 above.*

Benchmark 8: Annual Update on Improving Fiscal Management and Operations						
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Met	Met	Met	Met	Met	Met	Met

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

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

Unsatisfactory. Please see below for MSA 4's outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

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

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	*No Rating*
2024-2025	*Proficient*
Concerns	The Charter School received *No Rating* in 2023-2024 as the school had no Performance Level Color for any Academic Performance or Engagement areas on the CA School Dashboard.

c. Organizational Management, Programs, and Operations

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

d. Fiscal Operations

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

VI. VERIFIED DATA

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

Charter School provided data from "MAP Growth by NWEA, Grades K-12" (NWEA) *Student Growth Summary Report* in Reading and Math. NWEA is an adopted academic progress indicator approved by the State Board of Education (SBE) to be on the verified data list. Per NWEA, this assessment only reports data disaggregated by grade levels.

Per Education Code section 47607.2 (c)(2), the State Board of Education established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. The *Student Growth Summary Report* provided by Charter School in Reading does not provide a participation rate on the report, however

it does include the total number of "growth events[1]" on the reports. In 2024-2025 Charter School had a norm enrollment of 133 students and the NWEA Reading report indicates that the school had 88 growth events and the NWEA Math report had 88 growth events. Thus, the 2024-2025 assessment data does not appear to include at least 95% of eligible students.

Per the California SBE's May 2023 Agenda Item #02, publisher guidance states, "A CGI range of -0.2 to 0.2 (or greater) could be used as an approximation of one year's growth (or more) in a subject, as the overall average growth of students would be generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure."

ELA

Reading

Charter School provided data for 2022-2023, 2023-2024 and 2024-2025 (Fall to Spring administration) for Grades 6 – 11 and for the following student groups[2]: Latino, Socioeconomically Disadvantaged, English Learner, and Students with Disabilities.

The 2024-2025 disaggregated data outcomes are represented in the table below, showing all applicable grades (7, 9, 10, and 11) and student groups (Latino and Socioeconomically Disadvantaged) with 11 or more growth events met one year's progress.

MAP Growth Reading 2024-2025				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Reading: Conditional Growth Index (CGI)**	**One Year's Progress**
Grade 6	*	**-0.2 to 0.2**	*	*
Latino	*	**-0.2 to 0.2**	*	*
Socioeconomically Disadvantaged	*	**-0.2 to 0.2**	*	*
English Learner	*	**-0.2 to 0.2**	*	*
Students with Disabilities	*	**-0.2 to 0.2**	*	*
Grade 7	**14**	**-0.2 to 0.2**	**1.33**	Met
Latino	*	**-0.2 to 0.2**	*	*
Socioeconomically Disadvantaged	**11**	**-0.2 to 0.2**	**1.35**	Met
English Learner	*	**-0.2 to 0.2**	*	*
Students with Disabilities	*	**-0.2 to 0.2**	*	*
Grade 8	*	**-0.2 to 0.2**	*	*
Latino	*	**-0.2 to 0.2**	*	*
Socioeconomically Disadvantaged	*	**-0.2 to 0.2**	*	*
English Learner	*	**-0.2 to 0.2**	*	*
Students with Disabilities	*	**-0.2 to 0.2**	*	*

[1] Total Number of Growth Events: The number of students with valid growth-based test events for both terms.

[2] Student group names that appear on the report may be different than names on the CA Dashboard (e.g., "Students with Disabilities will be labeled as "Special Education" on the NWEA report).

MAP Growth Reading 2024-2025				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Reading: Conditional Growth Index (CGI)**	**One Year's Progress**
Grade 9	**18**	**-0.2 to 0.2**	**0.83**	Met
Latino	**17**	**-0.2 to 0.2**	**0.83**	Met
Socioeconomically Disadvantaged	**16**	**-0.2 to 0.2**	**0.70**	Met
English Learner	*	**-0.2 to 0.2**	*	*
Students with Disabilities	*	**-0.2 to 0.2**	*	*
Grade 10	**17**	**-0.2 to 0.2**	**1.03**	Met
Latino	**17**	**-0.2 to 0.2**	**1.03**	Met
Socioeconomically Disadvantaged	**17**	**-0.2 to 0.2**	**1.03**	Met
English Learner	*	**-0.2 to 0.2**	*	*
Students with Disabilities	*	**-0.2 to 0.2**	*	*
Grade 11	**25**	**-0.2 to 0.2**	**1.06**	Met
Latino	**23**	**-0.2 to 0.2**	**0.99**	Met
Socioeconomically Disadvantaged	**21**	**-0.2 to 0.2**	**1.14**	Met
English Learner	*	**-0.2 to 0.2**	*	*
Students with Disabilities	*	**-0.2 to 0.2**	*	*

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

Charter School also submitted verified data using NWEA for the 2022-2023 and 2023-2024 school year. Based on NWEA's CGI range of -0.2 to 0.2, Charter School met the one year's progress for a majority of applicable grade levels with 11 or more growth events, and met the one year's progress for both of the school's two student groups (Latino and Socioeconomically Disadvantaged) with 11 or more growth events.

MATH

Charter School provided data for Math from "MAP Growth by NWEA, Grades K-12" (NWEA) *Student Growth Summary Report* for 2022-2023, 2023-2024, and 2024-2025 (Fall to Spring administration) for Grades 6 through 11 and for the following student groups[3]: Latino, Socioeconomically Disadvantaged, English Learner, and Students with Disabilities.

The 2024-2025 disaggregated data outcomes are represented in the table below showing showing all applicable grades (7, 9, 10, and 11) and student groups (Latino and Socioeconomically Disadvantaged) with 11 or more growth events met one year's progress.

[3] Student group names that appear on the report may be different than names on the CA Dashboard (e.g., "Students with Disabilities will be labeled as "Special Education" on the NWEA report).

MAP Growth Math 2024-2025				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Math: Conditional Growth Index (CGI)**	**One Year's Progress**
Grade 6	*	**-0.2 to 0.2**	*	*
Latino	*	**-0.2 to 0.2**	*	*
Socioeconomically Disadvantaged	*	**-0.2 to 0.2**	*	*
English Learner	*	**-0.2 to 0.2**	*	*
Students with Disabilities	*	**-0.2 to 0.2**	*	*
Grade 7	**13**	**-0.2 to 0.2**	**-0.24**	Not Met
Latino	*	**-0.2 to 0.2**	*	*
Socioeconomically Disadvantaged	*	**-0.2 to 0.2**	*	*
English Learner	*	**-0.2 to 0.2**	*	*
Students with Disabilities	*	**-0.2 to 0.2**	*	*
Grade 8	*	**-0.2 to 0.2**	*	*
Latino	*	**-0.2 to 0.2**	*	*
Socioeconomically Disadvantaged	*	**-0.2 to 0.2**	*	*
English Learner	*	**-0.2 to 0.2**	*	*
Students with Disabilities	*	**-0.2 to 0.2**	*	*
Grade 9	**18**	**-0.2 to 0.2**	**1.75**	Met
Latino	**17**	**-0.2 to 0.2**	**1.77**	Met
Socioeconomically Disadvantaged	**16**	**-0.2 to 0.2**	**1.54**	Met
English Learner	*	**-0.2 to 0.2**	*	*
Students with Disabilities	*	**-0.2 to 0.2**	*	*
Grade 10	**17**	**-0.2 to 0.2**	**-0.16**	Met
Latino	**16**	**-0.2 to 0.2**	**0.18**	Met
Socioeconomically Disadvantaged	**16**	**-0.2 to 0.2**	**0.18**	Met
English Learner	*	**-0.2 to 0.2**	*	*
Students with Disabilities	*	**-0.2 to 0.2**	*	*
Grade11	**25**	**-0.2 to 0.2**	**0.82**	Met
Latino	**23**	**-0.2 to 0.2**	**0.45**	Met
Socioeconomically Disadvantaged	**21**	**-0.2 to 0.2**	**0.51**	Met
English Learner	*	**-0.2 to 0.2**	*	*
Students with Disabilities	*	**-0.2 to 0.2**	*	*

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

Charter School also submitted verified data using NWEA for the 2022-2023 and 2023-2024 school years. Based on NWEA's CGI range of -0.2 to 0.2, Charter School met the one year's progress for a majority of applicable grade levels with 11 or more growth events, and met the one year's progress for both of the school's two student groups (Latino and Socioeconomically Disadvantaged) with 11 or more growth events.

Based on the review and consideration of verified data, Magnolia Science Academy 4 included three years of data, including grade levels 6 through 11 and student group reports (Latino, Socioeconomically Disadvantaged, English Learner, and Students with Disabilities) in Reading and Math. Magnolia Science Academy 4 appears to have not met the 95 percent participation rate based on norm enrollment compared to growth events.

POSTSECONDARY OUTCOMES

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

Charter School provided two (2) National Student Clearinghouse (NSC) Student Tracker for High Schools Aggregate Reports for October 15, 2024 and December 2, 2024.[4] National Student Clearinghouse Student Tracker is an adopted Postsecondary Indicator approved by the SBE to be on the verified data list and includes measures of college enrollment, persistence, and completion.[5]

Enrollment

For Charter School's class of 2022, 77.0% of students enrolled in college the fall immediately after high school, which is higher than the 2022 (high poverty[6]) national rate of 49.9%, per the 2023 NSC High School Benchmarks report. For Charter School's class of 2023, 71.0% of students enrolled in college the fall immediately after high school, which is higher than the 2023 (high poverty) national rate of 50.5%, per the 2024 NSC High School Benchmarks report.

Persistence

For Charter School's class of 2020, 64.0% of students enrolled in college the first year after high school returned for a second year, which is lower than the 2020 (high poverty) national rate of 72.0%, per the 2023 NSC High School Benchmarks report. For Charter School's class of 2021, 92.0% of students enrolled in college the first year after high school returned for a second year, which is higher than the 2021 (high poverty) national rate of 76.0%, per the 2024 NSC High School Benchmarks report.

[4] Charter School's submitted 2024 NSC StudentTracker report also included enrollment and persistence data for Charter School's class of 2022 and 2020, respectively, which was used to populate data in the "2023 Student Tracker report" column. However, the submitted 2024 NSC StudentTracker report did not include completion data for Charter School's class of 2016.

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

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

Completion

For Charter School's class of 2016, 20.0% of graduates[7] completed a two or four-year degree within six years, which is lower than the 2016 (high poverty) rate of 24.9%, per the 2023 NSC High School Benchmarks. For Charter School's class of 2017, 41.0% of graduates[8] completed a two- or four-year degree within six years, which is higher than the 2017 (high poverty) rate of 25.1%, per the 2024 NSC High School Benchmarks.

Therefore, as described above and seen in the table below, in the 2023 NSC High School Benchmarks report, Charter School demonstrated strong postsecondary outcomes relative to similar peers for the college enrollment measure, but not persistence or completion. Charter School demonstrated strong postsecondary outcomes relative to similar peers for all of the measures (college enrollment, persistence, and completion) included in the 2024 NSC High School Benchmarks report.

Post Secondary Data Table
National Student Clearinghouse (NSC)

Postsecondary Outcome	2023 NSC High School Benchmarks (High Poverty*)	2023 Student Tracker report Magnolia Science Academy 4	2024 NSC High School Benchmarks (High Poverty*)	2024 Student Tracker Report Magnolia Science Academy 4
Enrollment	49.9% (class of 2022)	**77.0%**	50.5% (class of 2023)	**71.0%**
Persistence	72.0% (class of 2020)	**64.0%**	76.0% (class of 2021)	**92.0%**
Completion	24.9% (class of 2016)	**20.0%**	25.1% (class of 2017)	**41.0%**

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

VII. FURTHER ANALYSIS FOR MIDDLE PERFORMING CHARTER SCHOOLS

Following the review of the foregoing performance data for this charter school placing a greater weight on academic performance on the California School Dashboard, and considering Charter School appears not to have met the 95 percent participation rate for its submitted verified data, staff determined that the school's performance in Math requires further review.

Staff conducted a further analysis of Math in comparison to the Resident Schools Median (RSM).[9] The RSM analysis was only available for MSA 4's 2024 California School Dashboard performance as the charter school did not have a numerically significant number of students tested in 2022 or 2023. As indicated in the table below, when comparing the school to the RSM, MSA 4's data indicates that its student performance on the California School Dashboard in 2024 was higher than the RSM for All Students and for all numerically significant student groups in Math.

[7] Per the National Student Clearinghouse's 2024 High School Benchmarks report, "Students are included in this outcome regardless of whether they have enrolled in postsecondary education or not."
[8] Per the National Student Clearinghouse's 2024 High School Benchmarks report, "Students are included in this outcome regardless of whether they have enrolled in postsecondary education or not."
[9] Per LAUSD Policy, a Resident Schools Median analysis is conducted for charter schools classified as Middle Performing, when determining whether closure of the charter school is in the best interest of pupils, among other factors.

Resident Schools Analysis

Magnolia Science Academy 4 2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Color**	**Charter (DFS)**	**Resident Schools Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Schools Median Comparison (DFS)**
All Students	**53**	**No Color**	**-93.6**	**1,154**	**Orange**	**-93.8**	**Higher**
Latino	44	No Color	-90.8	645	Orange	-110.2	Higher
Socioeconomically Disadvantaged	51	No Color	-97.9	835	Yellow	-111.1	Higher

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

VIII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Magnolia Science Academy 4's fiscal condition is positive.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Unaudited Actuals)
Net Assets	$1,221,947	$1,349,016	$1,448,873	$1,322,121	$1,061,838
Net Income/Loss	$313,658	$127,069	$99,857	($126,752)[1]	($260,283)[2]
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment[A]	101	110	101	120	133

[1] According to MERF, the reported net loss of ($126,752) for the FY 2023-2024 was primarily due to unexpected operational needs, increased Special Education and staffing expenses, and higher rent and lease costs.

[2] According to MERF, the net loss of ($260,283) for the FY 2024-2025 was primarily driven by increased Special Education costs.

[A] Magnolia Science Academy 4 reported 124 Norm Enrollment for Fiscal Year 2025-2026. Charter school stated that it plans to increase enrollment through various means, including improving retention, strengthening instruction, and expanding community outreach. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

b. 2023-2024 Independent Audit Report
Audit Opinion: Unmodified/Unqualified
Material Weaknesses: None Reported
Deficiencies/Findings: None Reported
Lack of a Going Concern: None Reported

c. Other Significant Fiscal Information
The financial condition of the charter operator is summarized in the table below.

Magnolia Educational & Research Foundation dba Magnolia Public Schools					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
10 [3]	4 [3]	$58,376,331	$4,624,115	$2,952,601	($610,458) [4]

[3] Aside from Magnolia Science Academy 4, MERF operates three (3) other LAUSD-authorized schools: Magnolia Science Academy 6, Magnolia Science Academy 7, and Magnolia Science Academy Bell. According to its 2023–2024 Independent Audit Report, MERF operates additional six (6) Southern California schools: Magnolia Science Academy Santa Ana and Magnolia Science Academy San Diego (authorized by the State of California Department of Education); and Magnolia Science Academy, Magnolia Science Academy 2, Magnolia Science Academy 3, and Magnolia Science Academy 5 (authorized by Los Angeles County Office of Education).

[4] MERF attributed the net loss of ($610K), excluding related parties and charter schools, to accounting reclassifications, unbudgeted personnel investments, and one-time programmatic and expansion-related expenses.

Magnolia Science Academy 4

Board District: 4 | Region: West | Location Code: 8011

CA School Dashboard: Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023								Dashboard 2024						
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	100%	23	-15.4	Low	-12.2	--	100%	18	-15.4	-0.1	Maintained	--	-13.6	--	100%	51	0.2	15.6	Increased Significantly	--	-13.2	Higher
English Learner	100%	2	*	*	-61.2	*	100%	7	*	*	*	*	-67.7	*	100%	17	-59.1	--	--	--	-67.6	--
Latino	100%	17	-41.5	Low	-38.6	--	100%	16	-15.8	25.7	Increased Significantly	--	-40.2	--	100%	42	3.2	19.0	Increased Significantly	--	-39.3	Higher
Socioeconomically Disadvantaged	100%	21	-19.3	Low	-41.4	--	100%	18	-15.4	3.9	Increased	--	-42.6	--	100%	49	-1.8	13.7	Increased	--	-40.9	Higher
Students with Disabilities	100%	8	*	*	-97.3	*	100%	4	*	*	*	*	-96.3	*	100%	12	-8.6	--	--	--	-95.6	--

Data Sources: California School Dashboard Research data files.

Magnolia Science Academy 4

Board District: 4 | Region: West | Location Code: 8011

CA School Dashboard: Academic Performance - Math

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

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
	Dashboard 2022						Dashboard 2023								Dashboard 2024							
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	100%	23	-81.4	Low	-51.7	--	100%	18	-136.1	-54.7	Declined Significantly	--	-49.1	--	100%	53	-93.6	42.5	Increased Significantly	--	-47.6	Lower
English Learner	100%	2	*	*	-92.0	*	100%	7	*	*	*	*	-93.4	*	100%	19	-129.5	--	--	--	-93.4	--
Latino	100%	17	-121.5	Very Low	-83.4	--	100%	16	-138.4	-17.0	Declined Significantly	--	-80.8	--	100%	44	-90.8	47.6	Increased Significantly	--	-79.2	Lower
Socioeconomically Disadvantaged	100%	21	-98.0	Low	-84.0	--	100%	18	-136.1	-38.1	Declined Significantly	--	-80.8	--	100%	51	-97.9	38.2	Increased Significantly	--	-78.2	Lower
Students with Disabilities	100%	8	*	*	-130.8	*	100%	4	*	*	*	*	-127.3	*	100%	12	-90.8	--	--	--	-124.3	--

Data Sources: California School Dashboard Research data files.

Magnolia Science Academy 4

Board District: 4 | Region: West | Location Code: 8011

CA School Dashboard: English Learner Progress Indicator (ELPI)

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

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

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																			
	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	Students	ELPI	Status Level	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State
English Learner	16	56.3%	High	50.3%	Higher	18	61.1%	4.9	Increased	--	48.7%	Higher	22	63.6%	2.5	Increased	--	45.7%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	14	71.4%	8.9	Increased	--	45.8%	Higher

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2022	EL	56.3%	0.0%	31.3%	12.5%	47.5%	2.8%	31.4%	18.3%
2023	EL	55.6%	5.6%	33.3%	5.6%	45.7%	2.3%	32.2%	18.3%
2024	EL	63.6%	0.0%	27.3%	9.1%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	71.4%	0.0%	21.4%	7.1%	41.6%	3.4%	28.5%	24.7%

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

Summative ELPAC Participation Rate Report									
		School				State of California			
End Year	Student Group	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%
2022	EL	17	17	100%	Y	1,052,513	1,088,734	96.7%	Y
2023	EL	24	24	100%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	7	7	100%	Y	193,182	202,530	95.4%	Y
2024	EL	30	30	100%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	12	12	100%	Y	182,603	190,459	95.9%	Y

Magnolia Science Academy 4

Board District: 4 | Region: West | Location Code: 8011

CA School Dashboard: Academic Performance - College / Career

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

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

College / Career Academic Indicator (CCI) - CA School Dashboard Indicator												
	Dashboard 2023					Dashboard 2024						
Student Group	Students	CCI	Status Level	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State
All Students	25	72.0%	Very High	43.9%	--	16	68.8%	-3.3	Declined	--	45.3%	--
Latino	19	68.4%	High	35.5%	--	15	66.7%	-1.8	Maintained	--	37.4%	--
Socioeconomically Disadvantaged	24	70.8%	Very High	35.4%	--	16	68.8%	-2.1	Declined	--	37.4%	--

Data Sources: California School Dashboard Research data files.

Magnolia Science Academy 4

Board District: 4 | Region: West | Location Code: 8011

CA School Dashboard: Chronic Absenteeism

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

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

Chronic Absenteeism - CA School Dashboard Indicator																			
	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	Students	Chronic Absenteeism	Status Level	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	--	--	--	30.0%	--	--	--	--	--	--	24.3%	--	31	29.0%	--	--	--	18.6%	Higher
Latino	--	--	--	35.8%	--	--	--	--	--	--	28.4%	--	22	27.3%	--	--	--	21.7%	--
Socioeconomically Disadvantaged	--	--	--	37.4%	--	--	--	--	--	--	29.9%	--	27	29.6%	--	--	--	23.4%	--

Data Sources: California School Dashboard Research data files.

Magnolia Science Academy 4

Board District: 4 | Region: West | Location Code: 8011

CA School Dashboard: Suspension Rate Indicator

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

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

Suspension Rate Indicator - CA School Dashboard Indicator																			
	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	Students	Suspension Rate	Status Level	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State
All Students	121	2.5%	Medium	3.1%	Lower	122	4.9%	2.4	Increased	Orange	3.5%	Higher	143	0.7%	-4.2	Declined	Green	3.2%	Lower
African American/Black	11	0.0%	Very Low	7.9%	--	11	9.1%	9.1	Increased	--	8.8%	--	11	0.0%	-9.1	Declined	--	8.4%	--
English Learner	20	10.0%	High	3.2%	--	28	7.1%	-2.9	Declined	--	3.7%	--	35	0.0%	-7.1	Declined	--	3.4%	Lower
Latino	104	2.9%	Medium	3.3%	Lower	105	4.8%	1.9	Increased	Orange	3.8%	Higher	121	0.8%	-3.9	Declined	Green	3.4%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	18	0.0%	-10.0	Declined	--	8.1%	--
Socioeconomically Disadvantaged	103	2.9%	Medium	4.0%	Lower	115	5.2%	2.3	Increased	Orange	4.5%	Higher	131	0.8%	-4.5	Declined	Green	4.0%	Lower
Students with Disabilities	37	0.0%	Very Low	5.4%	Lower	33	6.1%	6.1	Increased	Orange	5.9%	Higher	29	0.0%	-6.1	Declined	--	5.4%	--

Data Sources: California School Dashboard Research data files.

Magnolia Science Academy 4

Board District: 4 | Region: West | Location Code: 8011

CA School Dashboard: Graduation Rate Indicator

This report shows the combined four- and five-year graduation rate for comprehensive (or traditional) high schools and Dashboard Alternative School Status (DASS) schools for all student groups in grades 9-12. This rate is based on the number of high school students who graduate with a regular high school diploma in either four or five years. The 2024 Graduation Rate Indicator includes students from the most recent graduation cohort (Class of 2024) as well as students from the prior cohort (Class of 2023) who graduated in their fifth year of high school in 2022-24. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

Graduation Rate Indicator - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	Graduation Rate	Status Level	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State
All Students	27	96.3%	Very High	87.4%	--	25	96.0%	-0.3	Maintained	--	86.4%	--	16	93.8%	-2.3	Declined	--	86.7%	--
Latino	24	95.8%	Very High	85.3%	--	19	94.7%	-1.1	Declined	--	84.2%	--	15	93.3%	-1.4	Declined	--	85.3%	--
Socioeconomically Disadvantaged	27	96.3%	Very High	85.1%	--	24	95.8%	-0.5	Maintained	--	83.7%	--	16	93.8%	-2.1	Declined	--	84.4%	--

Data Sources: California School Dashboard Research data files.

Magnolia Science Academy 4

Board District: 4 | Region: West | Location Code: 8011

Enrollment Report

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

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

Enrollment by Ethnicity and Student Group						
	2023-2024			2024-2025		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	124	529,902	5,837,690	132	516,685	5,806,221
F/R Meal	96.0%	80.6%	61.6%	89.4%	81.9%	62.7%
GATE	4.0%	11.6%	N/A	3.8%	13.0%	N/A
English Learner	24.2%	20.1%	18.4%	16.7%	18.6%	17.4%
Foster Youth	0.0%	0.6%	0.5%	0.0%	0.5%	0.5%
Homeless Youth	1.6%	2.1%	3.6%	3.0%	2.7%	4.0%
Socioeconomically Disadvantaged	96.8%	81.3%	62.7%	90.9%	82.4%	63.6%
Students w/ Disabilities	21.0%	14.8%	13.7%	27.3%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	6.5%	7.3%	4.9%	6.1%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	2.4%	3.4%	9.9%	3.0%	3.3%	10.1%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%
Latino	86.3%	73.8%	56.1%	85.6%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	4.0%	9.8%	20.3%	5.3%	9.7%	20.0%
Two or More Races	0.8%	2.0%	4.6%	0.0%	2.1%	4.8%
Not Reported	0.0%	1.8%	1.1%	0.0%	2.2%	1.2%

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

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

Magnolia Science Academy 4

Board District: 4 | Region: West | Location Code: 8011

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

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

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	8	11.3%	17,921	7.3%	226,508	11.1%	13	14.8%	15,302	6.5%	211,186	10.6%	6	6.9%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	1	1.4%	17,295	7.1%	144,189	7.1%	1	1.1%	15,717	6.7%	136,188	6.8%	0	0.0%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	2	2.8%	60,457	24.7%	505,486	24.8%	11	12.5%	60,574	25.7%	519,651	26.0%	11	12.6%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	8	11.3%	18,850	7.7%	236,319	11.6%	5	5.7%	14,725	6.2%	207,768	10.4%	5	5.7%	13,775	6.2%	178,306	9.3%
EL Total	19	26.8%	114,523	46.8%	1,112,502	54.5%	30	34.1%	106,318	45.0%	1,074,793	53.8%	22	25.3%	95,959	43.3%	1,009,030	52.6%
RFEP	52	73.2%	130,377	53.2%	927,694	45.5%	58	65.9%	129,789	55.0%	924,422	46.2%	65	74.7%	125,465	56.7%	909,298	47.4%
Total Ever EL	71	100.0%	244,900	100.0%	2,040,196	100.0%	88	100.0%	236,107	100.0%	1,999,215	100.0%	87	100.0%	221,424	100.0%	1,918,328	100.0%

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

Magnolia Science Academy 4

Board District: 4 | Region: West | Location Code: 8011

Students with Disabilities Report

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

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	124			529,902			132			516,685		
Students with Disabilities	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	26	100%	21%	78,319	100%	14.8%	36	100%	27.3%	80,505	100%	15.6%
High Incidence	25	96.2%	20.2%	52,153	66.6%	9.8%	30	83.3%	22.7%	52,412	65.1%	10.1%
Low Incidence	1	3.8%	0.8%	26,162	33.4%	4.9%	6	16.7%	4.5%	28,084	34.9%	5.4%
Autism	1	3.8%	0.8%	18,713	23.9%	3.5%	5	13.9%	3.8%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Emotional Disturbance	0	0%	0%	1,148	1.5%	0.2%	0	0%	0%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	0	0%	0%	971	1.2%	0.2%	0	0%	0%	931	1.2%	0.2%
Intellectual Disability	0	0%	0%	3,393	4.3%	0.6%	1	2.8%	0.8%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	5	19.2%	4%	10,930	14%	2.1%	6	16.7%	4.5%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0%	0%	533	0.7%	0.1%	0	0%	0%	434	0.5%	0.1%
Specific Learning Disability	18	69.2%	14.5%	29,615	37.8%	5.6%	20	55.6%	15.2%	29,368	36.5%	5.7%
Speech or Language Impairment	2	7.7%	1.6%	11,608	14.8%	2.2%	4	11.1%	3%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	0	0%	0%	185	0.2%	0%	0	0%	0%	175	0.2%	0%

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

ATTACHMENT C

Magnolia Science Academy 4

Resident Schools Data Set

Academic Performance Medians- Math

No applicable indicator data for this school. Indicator had less than 30 students for 2021-2022.
No applicable indicator data for this school. Indicator had less than 30 students for 2022-2023.

2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
School Name	**Student Group**	**Number of Students with Scores**	**Charter Performance Level (color)**	**Charter (DFS)**	**Charter Change**	**Charter Change Level**	**Charter to Resident Comparison (DFS)**
Magnolia Science Academy 4	All Students	53	No Color	-93.6	42.5	Increased Significantly	
Resident Schools	**Student Group**	**Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Resident Schools Median Change**	**Resident Schools Median Change Level**	**Charter to Resident Comparison (DFS)**
Alexander Hamilton Senior High	All Students	467	Orange	-93.8	-3.6	Declined	Higher
Susan Miller Dorsey Senior High	All Students	182	Orange	-162.9	37.0	Increased Significantly	Higher
Venice Senior High	All Students	505	Yellow	-61.2	8.5	Increased	Lower
Resident Schools Median	**All Students**	**1,154**	**Orange**	**-93.8**	**8.5**	**Increased**	**Higher**

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

Magnolia Science Academy 4 2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Color**	**Charter (DFS)**	**Resident Schools Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Schools Median Comparison (DFS)**
All Students	**53**	**No Color**	**-93.6**	**1,154**	**Orange**	**-93.8**	**Higher**
Latino	44	No Color	-90.8	645	Orange	-110.2	Higher
Socioeconomically Disadvantaged	51	No Color	-97.9	835	Yellow	-111.1	Higher

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

ATTACHMENT D

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
MAGNOLIA SCIENCE ACADEMY 4
BOARD OF EDUCATION REPORT 135 – 25/26
November 17, 2025

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2026 until June 30, 2031 to serve up to 360 students in grades 6-12 in each year of the charter term.

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

III. Proposed Change:
The approval of this charter petition would renew the charter of Magnolia Science Academy 4 for five (5) years beginning July 1, 2026 until June 30, 2031.

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

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

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

YOLANDA JORDAN
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

TAB 11

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

Board of Education Report

File #: Rep-138-25/26, **Version:** 1 **Agenda Date:** 11/17/2025
In Control: Charter Schools Division

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

Brief Description:
(Approval of the Renewal Petition for Pacoima Charter Elementary) Recommends approval of the renewal petition for Pacoima Charter Elementary, a Conversion Independent charter school, located in Board District 6 and Region North, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 1,300 students in grades TK-6 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Pacoima Charter Elementary ("Charter School"), a Conversion Independent charter school, located in Board District 6 and Region North, for five (5) years, beginning July 1, 2026 until June 30, 2031, to serve up to 1,300 students in grades TK-6 in each year of the charter term. The school is requesting to reduce enrollment capacity from 1,528 to 1,300 students to align with its enrollment projections based on its enrollment trends in the current term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
Pacoima Charter Elementary is a TK-6 school currently serving 832 students on a District Site Pacoima Charter Elementary was originally approved by the LAUSD Board of Education on April 22, 2003 at 11016 Norris Avenue, Pacoima, CA, 91331 in Board District 6 and Region North. On May 1, 2018, the charter school was renewed for a five-year term to serve 1,308 students in grades TK-5. 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 Pacoima Charter Elementary expires June 30, 2026.

On August 20, 2025, Pacoima Charter Elementary 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 18, 2025.

An initial Public Hearing was held on October 14, 2025.

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

Due Diligence:
Current Pacoima Charter Elementary governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A confidential due diligence

review of the charter school and its governing organization, school leader and financial manager, was performed by the Office of the Inspector General, and to the extent any material concerns were identified by the Office of the Inspector General, such information was forwarded to District staff for further assessment.

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

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

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

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

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

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

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal charter petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2026.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny

the renewal charter petition, Charter School would not be authorized to continue operations as a charter school. The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 138, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of Charter School renewal petition.

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

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

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

unspent special education funds of the previous fiscal year.

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

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

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

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

Attachments:
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Pacoima Charter Elementary Data Set
Attachment C - Desegregation Impact Statement

Budget, Petition and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1l-Hh_t7tBoPIw2Mj3D0xu27hPAIRrFiY?usp=sharing>

Submitted:
10/23/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

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

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 138-25/26
November 17, 2025

School Name:	**Pacoima Charter Elementary**		BOARD IS REQUIRED TO TAKE ACTION BY: **November 18 , 2025**
Type of Charter School:	**Conversion Independent Charter School**		
Charter Operator	**Pacoima Charter School**		
Location Code:	**5973**		
Type of Site(s):	**District Site - Sole Occupant Agreement**		
Site Address(es):	**11016 Norris Avenue, Pacoima, CA 91331**		
Board District(s):	**6**	Region(s):	**North**
Grade Levels Served:	**TK-6**	Current Enrollment:	**832**
Grade Levels Authorized in Current Charter:	**TK-6**	Approved Enrollment in Current Charter:	**1,528 (see proposed change in "Action Proposed" below)**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval for a five (5)-year term (2026-2031)**		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Pacoima Charter Elementary ("Charter School"), located in Board District 6 and Region North, for a term of five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 1,300 students in grades TK-6 in each year of the charter term. The school is requesting to reduce enrollment capacity from 1,528 to 1,300 students to align with its enrollment projections based on its enrollment trends in the current term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

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

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

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

Charter Petition Requirement:

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

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

III. GENERAL SCHOOL INFORMATION

A. School History

	Pacoima Charter Elementary
Initial Authorization:	On April 22, 2003, Pacoima Charter Elementary was authorized by the LAUSD Board of Education to serve 1,540 students in grades K-5.

	Pacoima Charter Elementary
Most Recent Renewal:	The charter was renewed on May 1, 2018 for a five-year term (July 1, 2018 - June 30, 2023) to serve up to 1,308 students in grades TK-5. 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 Pacoima Charter Elementary expires June 30, 2026.
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on June 5, 2018, to add grade 6, becoming a TK-6 school and increase enrollment to 1,528.
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Pacoima Charter Elementary submitted its renewal petition application on August 20, 2025. The 90-day statutory timeline for Board action on the petition runs through November 18, 2025.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Pacoima Charter Elementary implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Pacoima Charter Elementary participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Pacoima Charter Elementary is operated by Pacoima Charter School, a California nonprofit public benefit corporation that does not operate any other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

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

Overall, Charter School's Dashboard performance was higher than the state in ELA and Math for all numerically significant student groups, and higher than the state on the English Language Progress Indicator (ELPI). The charter school provided three years of verified data, demonstrating one year's progress for the majority of grade levels and for the majority of numerically significant student groups in ELA and Math.

Please see the Pacoima Charter Elementary data sets and Verified Data Reports.

b. Measurements of Academic Performance on the California School Dashboard

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

Pacoima Charter Elementary Dashboard Indicators

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

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

c. English Language Arts Indicator

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

Pacoima Charter Elementary - 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**	**-44.3**	**Low**	**-12.2**	**Lower**
Latino	Met	Low	-45.3	Low	-38.6	Lower
English Learner	Met	Very Low	-70.6	Low	-61.2	Lower
Homeless	Met	Low	-63.6	Low	-62.9	Lower
Socioeconomically Disadvantaged	Met	Low	-47.8	Low	-41.4	Lower
Students with Disabilities	Met	Very Low	-106.4	Very Low	-97.3	Lower

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

Pacoima Charter Elementary - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**-28.2**	**16.1**	**Orange**	**-13.6**	**Lower**
Latino	Met	Yellow	-28.2	17.1	Orange	-40.2	Higher
English Learner	Met	Yellow	-46.5	24.1	Orange	-67.7	Higher
Homeless	Met	Yellow	-34.5	29.1	Orange	-67.9	Higher
Socioeconomically Disadvantaged	Met	Yellow	-30.2	17.6	Orange	-42.6	Higher
Students with Disabilities	Met	Orange	-88.2	18.2	Red	-96.3	Higher

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

Pacoima Charter Elementary - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**-23.2**	**5.0**	**Orange**	**-13.2**	**Lower**
Latino	Met	Yellow	-22.7	5.5	Orange	-39.3	Higher
English Learner	Met	Yellow	-37.0	9.5	Orange	-67.6	Higher
Socioeconomically Disadvantaged	Met	Orange	-28.2	2.1	Orange	-40.9	Higher
Students with Disabilities	Met	Red	-88.7	-0.5	Red	-95.6	Higher

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

d. Math Indicator

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

Pacoima Charter Elementary - 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**	**-58.1**	**Low**	**-51.7**	**Lower**
Latino	Met	Low	-59.1	Low	-83.4	Higher
English Learner	Met	Low	-81.2	Low	-92.0	Higher
Homeless	Met	Low	-67.5	Very Low	-101.8	Higher
Socioeconomically Disadvantaged	Met	Low	-61.3	Low	-84.0	Higher
Students with Disabilities	Met	Very Low	-124.1	Very Low	-130.8	Higher

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

Pacoima Charter Elementary - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-55.8**	**2.3**	**Orange**	**-49.1**	**Lower**
Latino	Met	Yellow	-55.6	3.5	Orange	-80.8	Higher
English Learner	Met	Yellow	-76.0	5.2	Orange	-93.4	Higher
Homeless	Met	Yellow	-54.3	13.2	Red	-101.3	Higher
Socioeconomically Disadvantaged	Met	Yellow	-58.0	3.2	Yellow	-80.8	Higher
Students with Disabilities	Met	Orange	-116.8	7.3	Orange	-127.3	Higher

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

Pacoima Charter Elementary - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**-39.5**	**16.2**	**Orange**	**-47.6**	**Higher**
Latino	Met	Yellow	-38.1	17.4	Orange	-79.2	Higher
English Learner	Met	Yellow	-53.0	23.0	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Yellow	-43.0	15.0	Orange	-78.2	Higher
Students with Disabilities	Met	Yellow	-93.7	23.1	Red	-124.3	Higher

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

e. English Learner Progress Indicator

In 2022, 2023, and 2024, on the English Learner Progress Indicator (ELPI), the charter school's English Learner Progress Rate was higher than the state.

Pacoima Charter Elementary - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	High	64.1%	Medium	50.3%	Higher

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

Pacoima Charter Elementary - 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	Yellow	58%	-6.1%	Yellow	48.7%	Higher

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

Pacoima Charter Elementary - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Orange	47.8%	-10.2%	Orange	45.7%	Higher

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

f. College/Career Indicator
Not applicable

g. Chronic Absenteeism Indicator
In 2022, 2023, and 2024 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students, and for the majority of numerically significant student groups. However, Charter School is demonstrating declines for All Students and for all numerically significant student groups.

h. Graduation Indicator [HS only]
Not applicable

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

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

k. Additional Information
Not applicable

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

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

a. Governance

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

b. Student Achievement and Educational Performance

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

c. Organizational Management, Programs, and Operations

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

d. Fiscal Operations

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

VI. VERIFIED DATA

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

Pacoima Charter Elementary submitted verified data for consideration as part of its renewal application.

ELA

Charter School provided data for Reading from "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2022-2023, 2023-2024, and 2024-2025 ("Final Diagnostic") for All Students and for the following student groups: Latino, English Learner, Socioeconomically Disadvantaged, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the SBE to be on the verified data list.

Per Education Code section 47607.2 (c)(2), the SBE established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready's publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 796 students were assessed in Reading and 806 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2024-2025 assessment data appears to include at least 95% of eligible students.

Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, "Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers." i-Ready's Median Progress to Typical Growth targets[1] identify schools as having met California

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

Charter School growth expectations, based on Curriculum Associates' recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth."

Charter School provided 2022-2023, 2023-2024, and 2024-2025 data for grades K-6. For the purposes of verified data, i-Ready has separate recommended targets for Grades K-5 and 6-8. Per Curriculum Associates' published guidance, grade-specific Progress to Annual Typical Growth values can be used to evaluate one-year's progress by grade level for schools with configurations other than Grades K-5 and 6-8.

As seen in the table below, six of seven grade levels met one year's progress based on i-Ready's Median Progress to Typical Growth Targets. Charter School's submitted data also included data for four student groups (English Learner, Latino, Socioeconomically Disadvantaged students, and Students with Disabilities) and demonstrated one year's progress for a majority of student groups based on i-Ready's Median Progress to Typical Growth Targets.

i-Ready Diagnostic Growth Reading 2024-2025				
Student Groups	**Number of Students Tested**	**i-Ready Growth Target**	**Reading: Progress to Annual Typical Growth (Median)**	**One Year's Progress**
Grade K	116	Grades K-5: 75%	68%	Not Met
Latino	111	Grades K-5: 75%	68%	Not Met
English Learner	43	Grades K-5: 75%	76%	Met
Students with Disabilities	12	Grades K-5: 75%	49%	Not Met
Socioeconomically Disadvantaged	Not Reported	Grades K-5: 75%	Not Reported	Not Reported
Grade 1	110	Grades K-5: 75%	96%	Met
Latino	107	Grades K-5: 75%	100%	Met
English Learner	31	Grades K-5: 75%	94%	Met
Students with Disabilities	18	Grades K-5: 75%	71%	Not Met
Socioeconomically Disadvantaged	Not Reported	Grades K-5: 75%	Not Reported	Not Reported
Grade 2	118	Grades K-5: 75%	110%	Met
Latino	112	Grades K-5: 75%	110%	Met
English Learner	40	Grades K-5: 75%	109%	Met
Students with Disabilities	18	Grades K-5: 75%	111%	Met
Socioeconomically Disadvantaged	Not Reported	Grades K-5: 75%	Not Reported	Not Reported
Grade 3	123	Grades K-5: 75%	123%	Met
Latino	119	Grades K-5: 75%	123%	Met
English Learner	36	Grades K-5: 75%	117%	Met
Students with Disabilities	25	Grades K-5: 75%	155%	Met

i-Ready Diagnostic Growth Reading 2024-2025				
Student Groups	**Number of Students Tested**	**i-Ready Growth Target**	**Reading: Progress to Annual Typical Growth (Median)**	**One Year's Progress**
Socioeconomically Disadvantaged	27	Grades K-5: 75%	142%	Met
Grade 4	136	Grades K-5: 75%	110%	Met
Latino	129	Grades K-5: 75%	105%	Met
English Learner	36	Grades K-5: 75%	109%	Met
Students with Disabilities	27	Grades K-5: 75%	87%	Met
Socioeconomically Disadvantaged	84	Grades K-5: 75%	125%	Met
Grade 5	108	Grades K-5: 75%	120%	Met
Latino	104	Grades K-5: 75%	120%	Met
English Learner	14	Grades K-5: 75%	93%	Met
Students with Disabilities	27	Grades K-5: 75%	95%	Met
Socioeconomically Disadvantaged	61	Grades K-5: 75%	95%	Met
Grade 6	85	Grades 6-8: 45%	189%	Met
Latino	81	Grades 6-8: 45%	189%	Met
English Learner	16	Grades 6-8: 45%	218%	Met
Students with Disabilities	23	Grades 6-8: 45%	189%	Met
Socioeconomically Disadvantaged	51	Grades 6-8: 45%	179%	Met

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

Charter School also submitted verified data using i-Ready for the 2022-2023, 2023-2024, and 2024-2025 school years. Based on i-Ready's Median Progress to Typical Growth targets, Charter School met the one year's progress for a majority of grade levels and met the one year's progress for a majority of student groups in Reading in 2023-2024. Based on i-Ready's prior Typical Growth target of 50% of the students making 100% Typical Growth, Charter School met the one year's progress for All Students and for the majority student groups in Reading in 2022-2023.

MATH

Charter School provided data for Math from an "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2022-2023, 2023-2024, and 2024-2025 ("Final Diagnostic") for All Students and for the following student groups: Latino, English Learner, Socioeconomically Disadvantaged, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

Per Education Code section 47607.2 (c)(2), the SBE established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready's

publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 798 students were assessed in Math and 806 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2024-2025 assessment data appears to include at least 95% of eligible students.

Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, "Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers." i-Ready's Median Progress to Typical Growth targets[2] identify schools as having met California Charter School growth expectations, based on Curriculum Associates' recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth."

Charter School provided 2022-2023, 2023-2024, and 2024-2025 data for grades K-6. For the purposes of verified data, i-Ready has separate recommended targets for Grades K-5 and 6-8. Per Curriculum Associates' published guidance, grade-specific Progress to Annual Typical Growth values can be used to evaluate one-year's progress by grade level for schools with configurations other than Grades K-5 and 6-8.

As seen in the table below, six of seven grade levels met one year's progress based on i-Ready's Median Progress to Typical Growth Targets. Charter School's submitted data also include data for four student groups (English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) and demonstrated one year's progress for a majority of student groups based on i-Ready's Median Progress to Typical Growth Targets.

i-Ready Diagnostic Growth Math 2024-2025				
Student Groups	**Number of Students Tested**	**i-Ready Growth Target**	**Math: Progress to Annual Typical Growth (Median)**	**One Year's Progress**
Grade K	116	Grades K-5: 80%	69%	Not Met
Latino	111	Grades K-5: 80%	69%	Not Met
English Learner	43	Grades K-5: 80%	63%	Not Met
Students with Disabilities	12	Grades K-5: 80%	69%	Not Met
Socioeconomically Disadvantaged	Not Reported	Grades K-5: 80%	Not Reported	Not Reported
Grade 1	110	Grades K-5: 80%	110%	Met
Latino	107	Grades K-5: 80%	110%	Met
English Learner	31	Grades K-5: 80%	86%	Met
Students with Disabilities	18	Grades K-5: 80%	88%	Met
Socioeconomically Disadvantaged	Not Reported	Grades K-5: 80%	Not Reported	Not Reported
Grade 2	118	Grades K-5: 80%	123%	Met
Latino	112	Grades K-5: 80%	124%	Met
English Learner	40	Grades K-5: 80%	116%	Met
Students with Disabilities	18	Grades K-5: 80%	122%	Met

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

i-Ready Diagnostic Growth Math 2024-2025				
Student Groups	**Number of Students Tested**	**i-Ready Growth Target**	**Math: Progress to Annual Typical Growth (Median)**	**One Year's Progress**
Socioeconomically Disadvantaged	Not Reported	Grades K-5: 80%	Not Reported	Not Reported
Grade 3	125	Grades K-5: 80%	96%	Met
Latino	120	Grades K-5: 80%	97%	Met
English Learner	36	Grades K-5: 80%	89%	Met
Students with Disabilities	26	Grades K-5: 80%	81%	Met
Socioeconomically Disadvantaged	27	Grades K-5: 80%	73%	Met
Grade 4	136	Grades K-5: 80%	100%	Met
Latino	129	Grades K-5: 80%	100%	Met
English Learner	36	Grades K-5: 80%	115%	Met
Students with Disabilities	27	Grades K-5: 80%	129%	Met
Socioeconomically Disadvantaged	84	Grades K-5: 80%	96%	Met
Grade 5	108	Grades K-5: 80%	87%	Met
Latino	104	Grades K-5: 80%	87%	Met
English Learner	14	Grades K-5: 80%	74%	Not Met
Students with Disabilities	27	Grades K-5: 80%	45%	Not Met
Socioeconomically Disadvantaged	61	Grades K-5: 80%	83%	Met
Grade 6	85	Grades 6-8: 60%	140%	Met
Latino	81	Grades 6-8: 60%	136%	Met
English Learner	16	Grades 6-8: 60%	97%	Met
Students with Disabilities	23	Grades 6-8: 60%	93%	Met
Socioeconomically Disadvantaged	51	Grades 6-8: 60%	136%	Met

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

Charter School also submitted verified data using i-Ready for the 2022-2023, 2023-2024, and 2024-2025 school years. Based on i-Ready's Median Progress to Typical Growth targets, Charter School met the one year's progress for a majority of grade levels and a majority of student groups met the one year's progress in Math in 2023-2024. Based on i-Ready's prior Typical Growth target of 50% of the students making 100% Typical Growth, Charter School met the one year's progress for All Students and for the majority student groups in Math in 2022-2023.

Based on the review and consideration of verified data, Pacoima Charter Elementary included three years of data, including schoolwide and student group reports (English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) for both ELA and Math. In 2022-2023, 2023-2024 and 2024-2025, Pacoima Charter Elementary appears to have met 95 percent participation rate for schoolwide and all numerically significant student groups.

FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition
Pacoima Charter Elementary's fiscal condition is positive.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Unaudited Actuals)
Net Assets [1]	$21,362,711	$21,923,391	$29,188,194	$28,795,925	$28,861,569
Net Income/Loss	$4,127,253[2]	$560,680	$7,264,803[3]	($392,269)[4]	$65,644
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment [A]	1,083	986	885	820	831

[1] Charter School's net assets include Other Post-Employment Benefits (OPEB) obligations. According to Pacoima Charter Elementary's independent audit reports, Charter School reported OPEB obligations of $6,997,845, $5,894,459, $2,579,454, and $2,903,195 for Fiscal Years 2020-2021 through 2023-2024, respectively.

[2] According to Pacoima Charter Elementary, the net income reported for Fiscal Year 2020-2021 was primarily due to a gain in investments, increased COVID revenues, and significantly lower expenditures, due to COVID and the transition to virtual learning, including not needing staff on campus.

[3] According to Pacoima Charter Elementary, the net income reported for Fiscal Year 2022-2023 was attributed to a significant increase in other state revenues of approximately $5.1M and a significant decrease (adjustment) of $3.4M in the OPEB liability as reported in its FY 2022-2023 independent audit report.

[4] According to Pacoima Charter Elementary, the net loss reported for Fiscal Year 2023-2024 was primarily due to an increase in OPEB expense of $502K, as noted in Charter School's 2023-2024 independent audit report.

[A] Pacoima Charter Elementary reported 832 Norm Enrollment for Fiscal Year 2025-2026. Pacoima Charter Elementary proposes to decrease its enrollment capacity to 1,300 for its renewal charter term. See Section **I. ACTION PROPOSED** above. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

b. <u>2023-2024 Independent Audit Report</u>
Audit Opinion: Unmodified/Unqualified
Material Weaknesses: None Reported
Deficiencies/Findings: None Reported
Lack of a Going Concern: None Reported

c. <u>Other Significant Fiscal Information</u>
Not applicable

Pacoima Charter Elementary

Board District: 6 | Region: North | Location Code: 5973

CA School Dashboard: Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023								Dashboard 2024						
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	100%	529	-44.3	Low	-12.2	Lower	100%	463	-28.2	16.1	Increased Significantly	Yellow	-13.6	Lower	99%	434	-23.2	5.0	Increased	Yellow	-13.2	Lower
African American/Black	94%	15	-41.5	Low	-57.7	--	100%	19	-38.2	7.0	Increased	--	-59.6	--	100%	16	-59.1	-21.0	Declined Significantly	--	-58.9	--
English Learner	100%	268	-70.6	Very Low	-61.2	Lower	100%	215	-46.5	24.1	Increased Significantly	Yellow	-67.7	Higher	99%	193	-37.0	9.5	Increased	Yellow	-67.6	Higher
Homeless Youth	100%	54	-63.6	Low	-62.9	Lower	100%	33	-34.5	29.1	Increased Significantly	Yellow	-67.9	Higher	100%	28	-35.6	-1.1	Maintained	--	-70.4	--
Latino	100%	509	-45.3	Low	-38.6	Lower	100%	440	-28.2	17.1	Increased Significantly	Yellow	-40.2	Higher	99%	414	-22.7	5.5	Increased	Yellow	-39.3	Higher
Socioeconomically Disadvantaged	100%	477	-47.8	Low	-41.4	Lower	100%	400	-30.2	17.6	Increased Significantly	Yellow	-42.6	Higher	99%	379	-28.2	2.1	Maintained	Orange	-40.9	Higher
Students with Disabilities	99%	91	-106.4	Very Low	-97.3	Lower	99%	95	-88.2	18.2	Increased Significantly	Orange	-96.3	Higher	97%	93	-88.7	-0.5	Maintained	Red	-95.6	Higher

Data Sources: California School Dashboard Research data files.

Pacoima Charter Elementary

Board District: 6 | Region: North | Location Code: 5973

CA School Dashboard: Academic Performance - Math

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

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023								Dashboard 2024						
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	99%	528	-58.1	Low	-51.7	Lower	100%	463	-55.8	2.3	Maintained	Orange	-49.1	Lower	99%	434	-39.5	16.2	Increased Significantly	Yellow	-47.6	Higher
African American/Black	89%	16	-48.4	Low	-106.9	--	100%	19	-65.6	-4.5	Declined	--	-104.5	--	100%	16	-84.7	-19.1	Declined Significantly	--	-102.2	--
English Learner	100%	268	-81.2	Low	-92.0	Higher	100%	215	-76.0	5.2	Increased	Yellow	-93.4	Higher	100%	193	-53.0	23.0	Increased Significantly	Yellow	-93.4	Higher
Homeless Youth	100%	54	-67.5	Low	-101.8	Higher	100%	33	-54.3	13.2	Increased	Yellow	-101.3	Higher	100%	28	-58.3	-4.0	Declined	--	-106.0	--
Latino	100%	508	-59.1	Low	-83.4	Higher	100%	440	-55.6	3.5	Increased	Yellow	-80.8	Higher	99%	414	-38.1	17.4	Increased Significantly	Yellow	-79.2	Higher
Socioeconomically Disadvantaged	99%	476	-61.3	Low	-84.0	Higher	100%	400	-58.0	3.2	Increased	Yellow	-80.8	Higher	100%	379	-43.0	15.0	Increased Significantly	Yellow	-78.2	Higher
Students with Disabilities	99%	91	-124.1	Very Low	-130.8	Higher	99%	95	-116.8	7.3	Increased	Orange	-127.3	Higher	97%	93	-93.7	23.1	Increased Significantly	Yellow	-124.3	Higher

Data Sources: California School Dashboard Research data files.

Pacoima Charter Elementary

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CA School Dashboard: English Learner Progress Indicator (ELPI)

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

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

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	ELPI	Status Level	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State
English Learner	304	64.1%	High	50.3%	Higher	262	58.0%	-6.1	Declined	Yellow	48.7%	Higher	207	47.8%	-10.2	Declined Significantly	Orange	45.7%	Higher

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2022	EL	62.2%	2%	26.6%	9.2%	47.5%	2.8%	31.4%	18.3%
2023	EL	58.0%	0%	26.7%	15.3%	45.7%	2.3%	32.2%	18.3%
2024	EL	47.8%	0%	31.4%	20.8%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	--	--	--	--	41.6%	3.4%	28.5%	24.7%

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

Summative ELPAC Participation Rate Report									
		School				State of California			
End Year	Student Group	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%
2022	EL	395	397	99.5%	Y	1,052,513	1,088,734	96.7%	Y
2023	EL	327	328	99.7%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	10	10	100.0%	Y	193,182	202,530	95.4%	Y
2024	EL	268	268	100.0%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	8	8	100.0%	Y	182,603	190,459	95.9%	Y

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CA School Dashboard: Chronic Absenteeism

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

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	Chronic Absenteeism	Status Level	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	1,044	49.3%	Very High	30.0%	Higher	919	39.7%	-9.6	Declined Significantly	Yellow	24.3%	Higher	870	25.9%	-13.9	Declined Significantly	Yellow	18.6%	Higher
African American/Black	34	61.8%	Very High	42.9%	Higher	42	59.5%	-2.2	Declined	Orange	36.4%	Higher	39	53.8%	-5.7	Declined	Orange	31.3%	Higher
English Learner	417	45.8%	Very High	33.6%	Higher	355	36.9%	-8.9	Declined Significantly	Yellow	26.3%	Higher	300	25.7%	-11.2	Declined Significantly	Yellow	20.1%	Higher
Homeless Youth	152	55.3%	Very High	45.1%	Higher	83	34.9%	-20.3	Declined	Orange	38.7%	Lower	109	31.2%	-3.7	Declined	Orange	32.7%	Lower
Latino	1,000	48.7%	Very High	35.8%	Higher	867	38.8%	-9.9	Declined Significantly	Yellow	28.4%	Higher	823	24.7%	-14.1	Declined Significantly	Yellow	21.7%	Higher
Socioeconomically Disadvantaged	950	49.4%	Very High	37.4%	Higher	795	40.0%	-9.4	Declined Significantly	Yellow	29.9%	Higher	766	26.6%	-13.4	Declined Significantly	Yellow	23.4%	Higher
Students with Disabilities	155	49.0%	Very High	39.6%	Higher	155	39.4%	-9.7	Declined Significantly	Yellow	33.1%	Higher	165	31.5%	-7.8	Declined Significantly	Yellow	26.3%	Higher

Data Sources: California School Dashboard Research data files.

Pacoima Charter Elementary

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CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	Suspension Rate	Status Level	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State
All Students	1,065	0.2%	Very Low	3.1%	Lower	936	0.7%	0.6	Increased	Yellow	3.5%	Lower	882	2.0%	1.3	Increased	Orange	3.2%	Lower
African American/Black	34	0.0%	Very Low	7.9%	Lower	43	2.3%	2.3	Increased	Orange	8.8%	Lower	39	5.1%	2.8	Increased	Orange	8.4%	Lower
English Learner	423	0.2%	Very Low	3.2%	Lower	361	1.4%	1.1	Increased	Orange	3.7%	Lower	304	1.6%	0.3	Increased	Orange	3.4%	Lower
Homeless Youth	158	0.6%	Low	5.5%	Lower	84	0.0%	-0.6	Declined	Blue	6.5%	Lower	114	1.8%	1.8	Increased	Orange	5.7%	Lower
Latino	1,021	0.2%	Very Low	3.3%	Lower	883	0.7%	0.5	Increased	Yellow	3.8%	Lower	835	1.9%	1.2	Increased	Orange	3.4%	Lower
Socioeconomically Disadvantaged	970	0.1%	Very Low	4.0%	Lower	807	0.7%	0.6	Increased	Yellow	4.5%	Lower	778	2.3%	1.6	Increased	Orange	4.0%	Lower
Students with Disabilities	157	0.0%	Very Low	5.4%	Lower	155	2.6%	2.6	Increased Significantly	Orange	5.9%	Lower	165	2.4%	-0.2	Maintained	Yellow	5.4%	Lower

Data Sources: California School Dashboard Research data files.

Pacoima Charter Elementary

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Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group						
	2023-2024			2024-2025		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	824	529,902	5,837,690	831	516,685	5,806,221
F/R Meal	83.6%	80.6%	61.6%	81.5%	81.9%	62.7%
GATE	0.5%	11.6%	N/A	0.8%	13.0%	N/A
English Learner	31.7%	20.1%	18.4%	30.1%	18.6%	17.4%
Foster Youth	0.7%	0.6%	0.5%	0.8%	0.5%	0.5%
Homeless Youth	8.9%	2.1%	3.6%	9.3%	2.7%	4.0%
Socioeconomically Disadvantaged	86.4%	81.3%	62.7%	83.9%	82.4%	63.6%
Students w/ Disabilities	15.5%	14.8%	13.7%	16.1%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	4.0%	7.3%	4.9%	3.6%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.5%	3.4%	9.9%	0.1%	3.3%	10.1%
Filipino	0.1%	1.7%	2.2%	0.1%	1.6%	2.2%
Latino	95.0%	73.8%	56.1%	95.5%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	0.4%	9.8%	20.3%	0.6%	9.7%	20.0%
Two or More Races	0.0%	2.0%	4.6%	0.0%	2.1%	4.8%
Not Reported	0.0%	1.8%	1.1%	0.0%	2.2%	1.2%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp

Pacoima Charter Elementary

Board District: 6 | Region: North | Location Code: 5973

Long-Term English Learners (LTEL) and “At-Risk”

Note: The “EL Total” column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the “English Learners” heading. The “Total (Ever-EL)” column displays the summed total of the data in the “RFEP” column plus the data in the four columns under the “English Learners” heading OR the data in the “EL Total” column, but not both. The percent values displayed in this report are calculated as a percent of the “Total (Ever-EL)” which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	11	2.7%	17,921	7.3%	226,508	11.1%	8	2.3%	15,302	6.5%	211,186	10.6%	8	2.2%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	73	17.6%	17,295	7.1%	144,189	7.1%	55	15.5%	15,717	6.7%	136,188	6.8%	47	13.1%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	182	43.9%	60,457	24.7%	505,486	24.8%	158	44.6%	60,574	25.7%	519,651	26.0%	161	44.7%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	52	12.5%	18,850	7.7%	236,319	11.6%	40	11.3%	14,725	6.2%	207,768	10.4%	34	9.4%	13,775	6.2%	178,306	9.3%
EL Total	318	76.6%	114,523	46.8%	1,112,502	54.5%	261	73.7%	106,318	45.0%	1,074,793	53.8%	250	69.4%	95,959	43.3%	1,009,030	52.6%
RFEP	97	23.4%	130,377	53.2%	927,694	45.5%	93	26.3%	129,789	55.0%	924,422	46.2%	110	30.6%	125,465	56.7%	909,298	47.4%
Total Ever EL	415	100.0%	244,900	100.0%	2,040,196	100.0%	354	100.0%	236,107	100.0%	1,999,215	100.0%	360	100.0%	221,424	100.0%	1,918,328	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesltel.asp

Pacoima Charter Elementary

Board District: 6 | Region: North | Location Code: 5973

Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by Local Education Agencies (LEAs). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. High Incidence is defined as students in the Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment categories. Low Incidence Students are defined as those in the Autism, Deafness, Emotional Disturbance, Hard of Hearing, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, and Visual Impairment categories.

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	824			529,902			831			516,685		
Students with Disabilities	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	125	100%	15.2%	78,319	100%	14.8%	134	100%	16.1%	80,505	100%	15.6%
High Incidence	92	73.6%	11.2%	52,153	66.6%	9.8%	95	70.9%	11.4%	52,412	65.1%	10.1%
Low Incidence	33	26.4%	4%	26,162	33.4%	4.9%	39	29.1%	4.7%	28,084	34.9%	5.4%
Autism	31	24.8%	3.8%	18,713	23.9%	3.5%	35	26.1%	4.2%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Emotional Disturbance	0	0%	0%	1,148	1.5%	0.2%	1	0.7%	0.1%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	0	0%	0%	971	1.2%	0.2%	0	0%	0%	931	1.2%	0.2%
Intellectual Disability	2	1.6%	0.2%	3,393	4.3%	0.6%	3	2.2%	0.4%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	19	15.2%	2.3%	10,930	14%	2.1%	18	13.4%	2.2%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0%	0%	533	0.7%	0.1%	0	0%	0%	434	0.5%	0.1%
Specific Learning Disability	38	30.4%	4.6%	29,615	37.8%	5.6%	41	30.6%	4.9%	29,368	36.5%	5.7%
Speech or Language Impairment	35	28%	4.2%	11,608	14.8%	2.2%	36	26.9%	4.3%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	0	0%	0%	185	0.2%	0%	0	0%	0%	175	0.2%	0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

ATTACHMENT C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
Pacoima Charter Elementary
BOARD OF EDUCATION REPORT 138 – 25/26
November 17, 2025

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2026 until June 30, 2031 to serve up to 1300 students in grades TK-6 in each year of the charter term.

II. Summary Description of Current District Practice:
Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:
The approval of this charter petition would renew the charter of Pacoima Charter Elementary for five (5) years beginning July 1, 2026 until June 30, 2031.

IV. Effects of This Proposal:
The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:
If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

FABIOLA GARCIA DE ALBA
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

TAB 12

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-140-25/26, **Version:** 1 **Agenda Date:** 11/17/2025
In Control: Charter Schools Division

Approval of the Renewal Petition for Rise Kohyang Elementary [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Rise Kohyang Elementary) Recommends approval of the renewal petition for Rise Kohyang Elementary, a Start-Up Independent charter school, located in Board District 2 and Region East, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 569 students in grades TK-5 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Rise Kohyang Elementary ("Charter School"), a Start-Up Independent charter school, located in Board District 2 and Region East, for five (5) years, beginning July 1, 2026 until June 30, 2031, to serve up to 569 students in grades TK-5 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:
Rise Kohyang Elementary is a TK-5 elementary school currently serving 302 students on a private facility at 600 S. La Fayette Park Place, Los Angeles, CA, 90057 in Board District 2 and Region East. Rise Kohyang Elementary was originally approved by the LAUSD Board of Education on December 5, 2017. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Rise Kohyang Elementary expires June 30, 2026.

On August 21, 2025, Rise Kohyang Elementary 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, 2025.

An initial Public Hearing was held on October 14, 2025.

Based on a comprehensive review and assessment of Charter School's renewal petition application and its record of performance, staff has determined that Charter School has met the requirements for renewal and therefore recommends approval of the renewal petition.

Due Diligence:
Current Rise Kohyang Elementary governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A confidential due diligence review of the charter school and its governing organization, school leader and financial manager, was performed by the Office of the Inspector General, and to the extent any material concerns were identified by the

Office of the Inspector General, such information was forwarded to District staff for further assessment.

Statutory Framework and Criteria for Renewal:
A charter school must demonstrate that it is eligible for a renewal of its charter by meeting specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

Criterion 1: The Charter Schools Act provides that renewals are governed by the standards and criteria described in Education Code section 47605 applicable to initial petitions. The first criterion considered in reviewing a renewal petition requires an analysis of the following:

- Whether the petition includes a sound educational program;
- Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
- Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
- Whether the charter school is demonstrably unlikely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions. (The Board may not consider the community impact analysis or District fiscal analysis in determining whether to grant or deny a renewal petition).

Criterion 2: The Board is required to consider the charter school's performance on the California School Dashboard accountability indicators. Education Code sections 47607 and 47607.2 prescribe three-tiers of performance classification in which a charter school falls within one of the following categories - "high," "middle," or "low." The three-tier classification considers a charter school's performance on the California School Dashboard accountability indicators, with an emphasis on the measurements of academic performance.

Criterion 3: Notwithstanding Criterion 1 and 2, the Board must also consider whether the charter school's enrollment or dismissal practices are discriminatory as grounds for nonrenewal. (Ed. Code, § 47607(e).) Additionally, the Board considers whether the charter school has substantial fiscal or governance factors as grounds for nonrenewal. (Ed. Code, § 47607(e).)

Expected Outcomes:
Charter School is expected to operate its school in a manner consistent with Board action, policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms and conditions set forth in Charter School's petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the charter petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal charter petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2026.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal charter petition, Charter School would not be authorized to continue operations as a charter school. The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on

appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 140-25/26, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of Charter School renewal petition.

Policy Implications:
All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact:
State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:
As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

Issues and Analysis:
If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Rise Kohyang Elementary Data Set
Attachment C - Desegregation Impact Statement

Budget, Petition, and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1D6NHU6Esf9owTcO5KJDEMSyyhDLVp6mb?usp=sharing>

Submitted:
10/23/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Office of the Chief Strategy Officer

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

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STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 140-25/26
November 17, 2025

School Name:	**Rise Kohyang Elementary**		BOARD IS REQUIRED TO TAKE ACTION BY: **November 19, 2025**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Bright Star Schools**		
Location Code:	**5268**		
Type of Site(s):	**Private**		
Site Address(es):	**600 S. La Fayette Park Place, Los Angeles, CA 90057**		
Board District(s):	**2**	Region(s):	**East**
Grade Levels Served:	**TK-5**	Current Enrollment:	**302**
Grade Levels Authorized in Current Charter:	**TK-5**	Approved Enrollment in Current Charter:	**569**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval for a five (5)-year term (2026-2031)**		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Rise Kohyang Elementary ("Charter School"), located in Board District 2 and Region East, for a term of five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 569 students in grades TK-5 in each year of the charter term.

II. RENEWAL REQUIREMENTS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
  These criteria have been determined not to be bases for denial.

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)
  These criteria have been determined not to be bases for denial.

Charter Petition Requirement:

In accordance with Education Code section 47611.5, a charter school charter shall contain a declaration regarding whether or not the charter school shall be deemed the exclusive public school employer of the employees at the charter school for the purposes of Section 3540.1 of the Government Code, and that declaration shall not be materially inconsistent with the charter.

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?
  This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	Rise Kohyang Elementary
Initial Authorization:	On December 5, 2017, Rise Kohyang Elementary was authorized by the LAUSD Board of Education to serve 569 students in grades TK-5.
Most Recent Renewal	This is the charter school's first consideration for renewal. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Rise Kohyang Elementary expires June 30, 2026.
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on December 8, 2020, to amend Bright Star Schools governance structure and the admission requirements, preferences, and procedures for all nine Bright Star Schools.
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Rise Kohyang Elementary submitted its renewal petition application on August 21, 2025. The 90-day statutory timeline for Board action on the petition runs through November 19, 2025.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Rise Kohyang Elementary implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Rise Kohyang Elementary participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Rise Kohyang Elementary is operated by Bright Star Schools, a California nonprofit public benefit corporation that also operates eight other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Rise Kohyang Elementary has been identified by the state as a Middle performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard, and whether there was clear and convincing verified data evidence showing the school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School's Dashboard performance was lower than the state in ELA, but higher in Math and on the English Language Progress Indicator (ELPI). The charter school provided three years of verified data, demonstrating one year's progress for the majority of students in ELA and Math.

Please see the Rise Kohyang Elementary data sets and Verified Data Reports.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels are reported based on the 2021-2022 school year data using one of five Status Levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status Levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Below, the 2023 and 2024 Dashboard Performance Levels (colors) based on two years' data are provided.

Rise Kohyang Elementary Dashboard Indicators

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	Not Applicable	Not Applicable	High	Not Applicable	Very High	Not Applicable	Low
2022-2023	No Performance Color	No Performance Color	Red	Not Applicable	Red	Not Applicable	Orange
2023-2024	Orange	Orange	Green	Not Applicable	Yellow	Not Applicable	Blue

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

c. English Language Arts Indicator

In 2022, there was no applicable English Language Arts (ELA) indicator for Rise Kohyang Elementary due to not being numerically significant. In 2023 in ELA, the charter school's Distance from Standard (DFS) was lower than the state for All Students, and higher than the state for the only numerically significant student group. In 2024 in ELA, the charter school's DFS was lower than the state for All Students, and higher than the state for two of three numerically significant student groups.

Rise Kohyang Elementary - 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**	**No Performance Color**	**-34.3**	**--**	**Orange**	**-13.6**	**Lower**
Socioeconomically Disadvantaged	Met	No Performance Color	-28.2	--	Orange	-42.6	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)
A cell with "—" means that data is not available.

Rise Kohyang Elementary - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-33.4**	**0.9**	**Orange**	**-13.2**	**Lower**
Latino	Met	No Performance Color	-50.6	-11.1	Orange	-39.3	Lower
English Learner	Met	No Performance Color	-37.5	5.3	Orange	-67.6	Higher
Socioeconomically Disadvantaged	Met	Orange	-35.6	-7.5	Orange	-40.9	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

d. Math Indicator

In 2022, there was no applicable Math indicator for Rise Kohyang Elementary due to not being numerically significant. In 2023 in Math, the charter school's DFS was higher than the state for All Students, and higher than the state for the one numerically significant student group. In 2024 in Math, the charter school's DFS was higher than the state for All Students, and higher than the state for all three numerically significant student groups.

Rise Kohyang Elementary - 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**	**No Performance Color**	**-25.7**	**--**	**Orange**	**-49.1**	**Higher**
Socioeconomically Disadvantaged	Met	No Performance Color	-24.2	--	Yellow	-80.8	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)
A cell with "—" means that data is not available.

Rise Kohyang Elementary - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-31.1**	**-5.4**	**Orange**	**-47.6**	**Higher**
Latino	Met	No Performance Color	-44.1	-1.6	Orange	-79.2	Higher
English Learner	Met	No Performance Color	-28.0	-7.3	Orange	-93.4	Higher

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
Socioeconomically Disadvantaged	Met	Orange	-34.3	-10.1	Orange	-78.2	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's English Learner Progress Rate was higher than the state. In 2023 on the ELPI, the charter school's English Learner progress rate was lower than the state. In 2024 on the ELPI, the charter school's English Learner Progress Rate for English Learner student group was higher than the state's rate.

Rise Kohyang Elementary - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	High	62.5%	Medium	50.3%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Rise Kohyang Elementary - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Red	19.2%	-43.3%	Yellow	48.7%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Rise Kohyang Elementary - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Green	47.6%	28.4%	Orange	45.7%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

f. College/Career Indicator

Not applicable

g. Chronic Absenteeism Indicator

In 2022 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was lower than the state for All Students and for all three numerically significant student groups. In 2023 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students, and for three of four numerically significant student groups. In 2024 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students, and for three of five numerically significant student groups, however, Charter School demonstrated overall declines.

h. Graduation Indicator [HS only]

Not applicable

i. Suspension Rate Indicator
In 2022, 2023 and 2024, the charter school's percentage of students suspended at least once was lower than the state for All Students, and for all numerically significant student groups.

j. Dashboard Local Indicators
Staff also considered the Local Indicators (e.g., Basic: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; Access to a Broad Course of Study) which have all been reported as "Met" in 2023 and 2024.

k. Additional Information
Not applicable

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

In accordance with Education Code section 47604.32, the District's Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following four categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for Rise Kohyang Elementary outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Accomplished*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	*Developing*
2024-2025	*Proficient*
Concerns	The rating of *Developing* in 2023-2024 was due to an average of applicable indicators being lower than the state.

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2023-2024	*Developing*
2024-2025	*Proficient*
Concerns	The rating of *Developing* in 2023-2024 was a result of the charter school's failure to ensure that all teachers of the instructional program were appropriately credentialed and assigned per legal requirements and the school's operative charter at any time during the academic year.

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	*Developing*
2024-2025	*Proficient*
Concerns	The rating of *Developing* in 2023-2024 was primarily due to the various significant fiscal management-related issues, including non-adherence to the Bright Star Schools governing board-approved fiscal policies and procedures. Bright Star Schools provided responses and took actions to address these issues. The CSD will continue to monitor these matters through the oversight process.

VI. VERIFIED DATA

Charter schools satisfying the Middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school's achieved measurable increases in academic achievement, or strong postsecondary outcomes for the timeframe specified in law. (Ed. Code, § 47607.2(b)(3).)

ELA

Charter School provided data for Reading from "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2022-2023 ("Final Diagnostic") for All Students and for the following student groups: Latino, English Learner, and Students with Disabilities and for 2023-2024 and 2024-2025 ("Final Diagnostic") for All Students and for the following student groups: Latino, English Learner, Students with Disabilities and, Socioeconomically Disadvantaged. i-Ready is an adopted academic progress indicator approved by the SBE to be on the verified data list.

Per Education Code section 47607.2 (c)(2), the SBE established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready's publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 261 students were assessed in Reading and 262 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2024-2025 assessment data appears to include at least 95% of eligible students.

For Reading, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 122%. Per the California SBE May 2023 Agenda Item #02, publisher guidance states, "Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers." Therefore, based on i-Ready's Median Progress to Typical Growth targets[1] to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth," Charter School met for All Students in Reading in 2024-2025.

As seen in the table below, Charter School provided the most recent data for four student groups and all four student groups demonstrated one year's progress based on i-Ready's Median Progress to Typical Growth Targets in 2024-2025.

[1] In 2023, Curriculum Associates revised typical growth targets in Reading to be 75% in Grades K-5 and 45% in Grades 6-8.

i-Ready Diagnostic Growth Reading 2024-2025				
Student Groups	**Number of Students Tested**	**i-Ready Growth Target**	**Reading: Progress to Annual Typical Growth (Median)**	**One Year's Progress**
All Students Grade K-5	261	Grades K-5: 75%	122%	Met
Latino	200	Grades K-5: 75%	120%	Met
English Learner	110	Grades K-5: 75%	119%	Met
Students with Disabilities	46	Grades K-5: 75%	111%	Met
Socioeconomically Disadvantaged	225	Grades K-5: 75%	121%	Met

Charter School also submitted verified data using i-Ready for the 2022-2023 and 2023-2024 school year. Based on i-Ready's Median Progress to Typical Growth targets, Charter School met one year's progress for All Students and met one year's progress for all four of the school's student groups in Reading in 2023-2024. Based on i-Ready's prior Typical Growth target of 50% of the students making 100% Typical Growth, Charter School met one year's progress for All Students and for all of the school's student groups in Reading in 2022-2023.

MATH

Charter School provided data for Math from an "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2022-2023 ("Final Diagnostic") for All Students and for the following student groups: Latino, English Learner, and Students with Disabilities and for 2023-2024 and 2024-2025 ("Final Diagnostic") for All Students and for the following student groups: Latino, English Learner, Socioeconomically Disadvantaged, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

Per Education Code section 47607.2 (c)(2), the SBE established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready's publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 261 students were assessed in Math and 262 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2024-2025 assessment data appears to include at least 95% of eligible students.

For Math, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 118%. Based on i-Ready's Median Progress to Typical Growth targets[2] to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth," Charter School met for All Students in Math in 2024-2025.

As seen in the table below, Charter School provided the most recent data for four student groups and all four student groups demonstrated one year's progress based on i-Ready's Median Progress to Typical Growth Targets in 2024-2025.

[2] i-Ready Median Progress to Typical Growth targets in Math are 80% in Grades K-5 and 60% in Grades 6-8.

i-Ready Diagnostic Growth Math 2024-2025				
Student Groups	**Number of Students Tested**	**i-Ready Growth Target**	**Math: Progress to Annual Typical Growth (Median)**	**One Year's Progress**
All Students Grade K-5	261	Grades K-5: 80%	118%	Met
Latino	200	Grades K-5: 80%	129%	Met
English Learner	110	Grades K-5: 80%	125%	Met
Students with Disabilities	46	Grades K-5: 80%	93%	Met
Socioeconomically Disadvantaged	225	Grades K-5: 80%	130%	Met

Charter School also submitted verified data using i-Ready for the 2022-2023 and 2023-2024 school year. Based on i-Ready's Median Progress to Typical Growth targets, Charter School met the one year's progress for All Students and met the one year's progress for all of the school's student groups in Math in 2023-2024. Based on i-Ready's prior Typical Growth target of 50% of the students making 100% Typical Growth, Charter School met the one year's progress for All Students and for all four of the school's student groups in Math in 2022-2023.

Based on the review and consideration of verified data, Rise Kohyang Elementary included three years of data, including schoolwide and student group reports (Latino, English Learner, Socioeconomically Disadvantaged, and Students with Disabilities) for both ELA and Math. In 2022-2023, 2023-2024 and 2024-2025, Rise Kohyang Elementary appears to have met 95 percent participation rate for schoolwide and all numerically significant student groups.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Rise Kohyang Elementary's fiscal condition is positive and has been upward trending since the 2020-2021 fiscal year.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Unaudited Actuals)
Net Assets	$135,844	$981,158	$1,094,408	$1,154,296	$1,191,031
Net Income/Loss	$66,805	$845,314	$113,250	$59,888	$36,735
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment[A]	74	106	179	248	285

[A] Rise Kohyang Elementary reported 302 Norm Enrollment for Fiscal Year 2025-2026. Charter School stated that it plans to increase enrollment through various means, for example, by increasing community engagement , and enhanced marketing and outreach through social media campaigns.

See Section **I. ACTION PROPOSED** above. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

b. 2023-2024 Independent Audit Report
Audit Opinion: Unmodified/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.

Bright Star Schools (BSS)					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
9	9	$71,806,876	$1,550,391	$7,650,362	($828,809)[1]

[1]According to BSS, the organization did not charge certain BSS charter schools the full management fees in Fiscal Year 2023-2024 due to various school-specific challenges, such as enrollment shortfalls, unexpected facility repairs, higher-than-anticipated Special Education service needs, and other one-time operational expenses. BSS stated that it absorbed a portion of these costs, which resulted in a net loss for the year.

Rise Kohyang Elementary

Board District: 2 | Region: East | Location Code: 5268

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023								Dashboard 2024						
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	--	29	-37.4	Low	-12.2	--	100%	36	-34.3	--	--	--	-13.6	Lower	100%	82	-33.4	0.9	Maintained	Orange	-13.2	Lower
Asian	--	--	--	--	63.0	--	100%	9	*	*	*	*	61.8	*	100%	13	13.3	--	--	--	60.7	--
English Learner	--	--	--	--	-61.2	--	100%	21	-42.9	--	--	--	-67.7	--	100%	49	-37.5	5.3	Increased	--	-67.6	Higher
Latino	--	--	--	--	-38.6	--	100%	25	-39.4	--	--	--	-40.2	--	100%	60	-50.6	-11.1	Declined	--	-39.3	Lower
Socioeconomically Disadvantaged	--	--	--	--	-41.4	--	100%	32	-28.2	--	--	--	-42.6	Higher	100%	72	-35.6	-7.5	Declined	Orange	-40.9	Higher
Students with Disabilities	--	--	--	--	-97.3	--	100%	7	*	*	*	*	-96.3	*	100%	17	-55.9	--	--	--	-95.6	--

Data Sources: California School Dashboard Research data files.

Rise Kohyang Elementary

Board District: 2 | Region: East | Location Code: 5268

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023								Dashboard 2024						
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	--	29	-29.9	Low	-51.7	--	100%	36	-25.7	--	--	--	-49.1	Higher	100%	84	-31.1	-5.4	Declined	Orange	-47.6	Higher
Asian	--	--	--	--	48.4	--	100%	9	*	*	*	*	50.8	*	100%	13	20.2	--	--	--	49.5	--
English Learner	--	--	--	--	-92.0	--	100%	21	-20.7	--	--	--	-93.4	--	100%	51	-28.0	-7.3	Declined	--	-93.4	Higher
Latino	--	--	--	--	-83.4	--	100%	25	-42.5	--	--	--	-80.8	--	100%	62	-44.1	-1.6	Maintained	--	-79.2	Higher
Socioeconomically Disadvantaged	--	--	--	--	-84.0	--	100%	32	-24.2	--	--	--	-80.8	Higher	100%	74	-34.3	-10.1	Declined	Orange	-78.2	Higher
Students with Disabilities	--	--	--	--	-130.8	--	100%	7	*	*	*	*	-127.3	*	100%	18	-55.2	--	--	--	-124.3	--

Data Sources: California School Dashboard Research data files.

Rise Kohyang Elementary

Board District: 2 | Region: East | Location Code: 5268

CA School Dashboard: English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school for all student groups in grades 1-12. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator

	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	Students	ELPI	Status Level	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State
English Learner	32	62.5%	High	50.3%	Higher	52	19.2%	-43.3	Declined Significantly	Red	48.7%	Lower	63	47.6%	28.4	Increased Significantly	Green	45.7%	Higher

Student English Language Acquisition Results Summative ELPAC

		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2022	EL	59.4%	3.1%	18.8%	18.8%	47.5%	2.8%	31.4%	18.3%
2023	EL	17.3%	1.9%	34.6%	46.2%	45.7%	2.3%	32.2%	18.3%
2024	EL	46.0%	0.0%	30.2%	22.2%	43.2%	1.9%	34.4%	19.1%

Districts and schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard). For each district and school that does not meet the 95 percent target, the minimum number of students needed to reach a participation rate of at least 95 percent is determined. The resulting number of students will be counted as not making progress in the current ELPI Status calculation.

Summative ELPAC Participation Rate Report

		School				State of California			
End Year	Student Group	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%
2022	EL	54	54	100.0%	Y	1,052,513	1,088,734	96.7%	Y
2023	EL	80	81	98.8%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	--	--	--	--	193,182	202,530	95.4%	Y
2024	EL	110	110	100.0%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	--	--	--	--	182,603	190,459	95.9%	Y

Rise Kohyang Elementary

Board District: 2 | Region: East | Location Code: 5268

CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																			
	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	Students	Chronic Absenteeism	Status Level	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	111	21.6%	Very High	30.0%	Lower	193	30.6%	8.9	Increased Significantly	Red	24.3%	Higher	262	21.0%	-9.6	Declined Significantly	Yellow	18.6%	Higher
African American/Black	7	*	*	42.9%	*	10	*	*	*	*	36.4%	*	16	25.0%	--	--	--	31.3%	--
Asian	29	0.0%	Very Low	11.5%	--	32	3.1%	3.1	Increased	--	10.1%	Lower	46	13.0%	9.9	Increased	Orange	7.5%	Higher
English Learner	65	10.8%	High	33.6%	Lower	87	29.9%	19.1	Increased	Red	26.3%	Higher	117	19.7%	-10.2	Declined	Yellow	20.1%	Lower
Homeless Youth	1	*	*	45.1%	*	--	--	--	--	--	38.7%	--	21	14.3%	--	--	--	32.7%	--
Latino	71	29.6%	Very High	35.8%	Lower	142	37.3%	7.7	Increased	Red	28.4%	Higher	183	21.9%	-15.5	Declined Significantly	Yellow	21.7%	Higher
Socioeconomically Disadvantaged	97	22.7%	Very High	37.4%	Lower	180	31.7%	9.0	Increased Significantly	Red	29.9%	Higher	237	22.4%	-9.3	Declined Significantly	Yellow	23.4%	Lower
Students with Disabilities	18	22.2%	Very High	39.6%	--	30	33.3%	11.1	Increased	--	33.1%	--	47	29.8%	-3.5	Declined	Orange	26.3%	Higher

Data Sources: California School Dashboard Research data files.

Rise Kohyang Elementary

Board District: 2 | Region: East | Location Code: 5268

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																			
	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	Students	Suspension Rate	Status Level	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State
All Students	118	0.8%	Low	3.1%	Lower	202	2.5%	1.6	Increased	Orange	3.5%	Lower	274	0.7%	-1.7	Declined Significantly	Blue	3.2%	Lower
African American/Black	7	*	*	7.9%	*	11	0.0%	--	--	--	8.8%	--	18	5.6%	5.6	Increased	--	8.4%	--
Asian	30	0.0%	Very Low	0.9%	--	33	0.0%	0.0	Maintained	Blue	1.1%	Lower	47	0.0%	0.0	Maintained	Blue	1.0%	Lower
English Learner	66	0.0%	Very Low	3.2%	Lower	89	1.1%	1.1	Increased	Orange	3.7%	Lower	123	0.8%	-0.3	Declined	Green	3.4%	Lower
Homeless Youth	1	*	*	5.5%	*	--	--	--	--	--	6.5%	--	24	4.2%	--	--	--	5.7%	--
Latino	74	1.4%	Medium	3.3%	Lower	147	3.4%	2.1	Increased	Orange	3.8%	Lower	191	0.5%	-2.9	Declined Significantly	Blue	3.4%	Lower
Socioeconomically Disadvantaged	103	1.0%	Low	4.0%	Lower	187	2.7%	1.7	Increased	Orange	4.5%	Lower	247	0.8%	-1.9	Declined Significantly	Blue	4.0%	Lower
Students with Disabilities	18	0.0%	Very Low	5.4%	--	30	0.0%	0.0	Maintained	--	5.9%	--	49	2.0%	2.0	Increased	Orange	5.4%	Lower

Data Sources: California School Dashboard Research data files.

Rise Kohyang Elementary

Board District: 2 | Region: East | Location Code: 5268

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group						
	2023-2024			2024-2025		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	244	529,902	5,837,690	278	516,685	5,806,221
F/R Meal	89.3%	80.6%	61.6%	88.5%	81.9%	62.7%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A
English Learner	42.2%	20.1%	18.4%	38.1%	18.6%	17.4%
Foster Youth	0.0%	0.6%	0.5%	0.4%	0.5%	0.5%
Homeless Youth	3.7%	2.1%	3.6%	5.8%	2.7%	4.0%
Socioeconomically Disadvantaged	89.3%	81.3%	62.7%	88.8%	82.4%	63.6%
Students w/ Disabilities	15.6%	14.8%	13.7%	17.6%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	7.0%	7.3%	4.9%	6.1%	7.1%	4.9%
American Indian or Alaska Native	0.4%	0.1%	0.4%	0.7%	0.1%	0.4%
Asian	16.4%	3.4%	9.9%	11.5%	3.3%	10.1%
Filipino	2.9%	1.7%	2.2%	2.5%	1.6%	2.2%
Latino	70.1%	73.8%	56.1%	77.0%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	0.8%	9.8%	20.3%	0.7%	9.7%	20.0%
Two or More Races	2.0%	2.0%	4.6%	1.1%	2.1%	4.8%
Not Reported	0.4%	1.8%	1.1%	0.4%	2.2%	1.2%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp

Rise Kohyang Elementary

Board District: 2 | Region: East | Location Code: 5268

Long-Term English Learners (LTEL) and “At-Risk”

Note: The “EL Total” column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the “English Learners” heading. The “Total (Ever-EL)” column displays the summed total of the data in the “RFEP” column plus the data in the four columns under the “English Learners” heading OR the data in the “EL Total” column, but not both. The percent values displayed in this report are calculated as a percent of the “Total (Ever-EL)” which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	0	0.0%	17,921	7.3%	226,508	11.1%	0	0.0%	15,302	6.5%	211,186	10.6%	0	0.0%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	2	1.9%	17,295	7.1%	144,189	7.1%	12	8.7%	15,717	6.7%	136,188	6.8%	19	12.9%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	77	72.0%	60,457	24.7%	505,486	24.8%	87	63.0%	60,574	25.7%	519,651	26.0%	77	52.4%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	1	0.9%	18,850	7.7%	236,319	11.6%	4	2.9%	14,725	6.2%	207,768	10.4%	10	6.8%	13,775	6.2%	178,306	9.3%
EL Total	80	74.8%	114,523	46.8%	1,112,502	54.5%	103	74.6%	106,318	45.0%	1,074,793	53.8%	106	72.1%	95,959	43.3%	1,009,030	52.6%
RFEP	27	25.2%	130,377	53.2%	927,694	45.5%	35	25.4%	129,789	55.0%	924,422	46.2%	41	27.9%	125,465	56.7%	909,298	47.4%
Total Ever EL	107	100.0%	244,900	100.0%	2,040,196	100.0%	138	100.0%	236,107	100.0%	1,999,215	100.0%	147	100.0%	221,424	100.0%	1,918,328	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesltel.asp

Rise Kohyang Elementary

Board District: 2 | Region: East | Location Code: 5268

Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by Local Education Agencies (LEAs). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. High Incidence is defined as students in the Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment categories. Low Incidence Students are defined as those in the Autism, Deafness, Emotional Disturbance, Hard of Hearing, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, and Visual Impairment categories.

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	244			529,902			278			516,685		
Students with Disabilities	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	35	100%	14.3%	78,319	100%	14.8%	49	100%	17.6%	80,505	100%	15.6%
High Incidence	22	62.9%	9%	52,153	66.6%	9.8%	29	59.2%	10.4%	52,412	65.1%	10.1%
Low Incidence	13	37.1%	5.3%	26,162	33.4%	4.9%	20	40.8%	7.2%	28,084	34.9%	5.4%
Autism	12	34.3%	4.9%	18,713	23.9%	3.5%	19	38.8%	6.8%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Emotional Disturbance	0	0%	0%	1,148	1.5%	0.2%	0	0%	0%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	0	0%	0%	971	1.2%	0.2%	0	0%	0%	931	1.2%	0.2%
Intellectual Disability	1	2.9%	0.4%	3,393	4.3%	0.6%	1	2%	0.4%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	3	8.6%	1.2%	10,930	14%	2.1%	8	16.3%	2.9%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0%	0%	533	0.7%	0.1%	0	0%	0%	434	0.5%	0.1%
Specific Learning Disability	10	28.6%	4.1%	29,615	37.8%	5.6%	9	18.4%	3.2%	29,368	36.5%	5.7%
Speech or Language Impairment	9	25.7%	3.7%	11,608	14.8%	2.2%	12	24.5%	4.3%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	0	0%	0%	185	0.2%	0%	0	0%	0%	175	0.2%	0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

ATTACHMENT C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
RISE KOHYANG ELEMENTARY
BOARD OF EDUCATION REPORT 140 – 25/26
November 17, 2025

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2026 until June 30, 2031 to serve up to 569 students in grades TK-5 in each year of the charter term.

II. Summary Description of Current District Practice:
Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:
The approval of this charter petition would renew the charter of Rise Kohyang Elementary for five (5) years beginning July 1, 2026 until June 30, 2031.

IV. Effects of This Proposal:
The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:
If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

JAMES A. PERREAULT
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

TAB 13

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-141-25/26, **Version:** 1 **Agenda Date:** 11/17/2025
In Control: Charter Schools Division

Approval of the Renewal Petition for Stella Middle Charter Academy [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Stella Middle Charter Academy) Recommends approval of the renewal petition for Stella Middle Charter Academy, a Start-Up Independent charter school, located in Board District 1 and Region West, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 560 students in grades 5-8 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Stella Middle Charter Academy ("Charter School"), a Start-Up Independent charter school, located in Board District 1 and Region West, for five (5) years, beginning July 1, 2026 until June 30, 2031, to serve up to 560 students in grades 5-8 in each year of the charter term. The school is requesting to decrease enrollment from 750 to 560 to align with the school's enrollment trends. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
Stella Middle Charter Academy is a 5-8 span school currently serving 481 students on a private facility at 4301 West Martin Luther King Junior Boulevard, Los Angeles, CA, 90008 in Board District 1 and Region West. Stella Middle Charter Academy was originally approved by the LAUSD Board of Education on March 11, 2003. On December 5, 2017, the charter school was renewed for a five-year term to serve 750 students in grades 5-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Stella Middle Charter Academy expires June 30, 2026.

On August 21, 2025, Stella Middle Charter Academy submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through November 19, 2025.

An initial Public Hearing was held on October 14, 2025.

Based on a comprehensive review and assessment of Charter School's renewal petition application and its record of performance, staff has determined that Charter School has met the requirements for renewal and therefore recommends approval of the renewal petition.

Due Diligence:
Current Stella Middle Charter Academy governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A confidential due diligence review of the charter school and its governing organization, school leader and financial manager, was performed by the Office of the Inspector General, and to the extent any material concerns were identified by the Office of the Inspector General, such information was forwarded to District staff for further assessment.

Statutory Framework and Criteria for Renewal:
A charter school must demonstrate that it is eligible for a renewal of its charter by meeting specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

Criterion 1: The Charter Schools Act provides that renewals are governed by the standards and criteria described in Education Code section 47605 applicable to initial petitions. The first criterion considered in reviewing a renewal petition requires an analysis of the following:

- Whether the petition includes a sound educational program;
- Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
- Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
- Whether the charter school is demonstrably unlikely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions. (The Board may not consider the community impact analysis or District fiscal analysis in determining whether to grant or deny a renewal petition).

Criterion 2: The Board is required to consider the charter school's performance on the California School Dashboard accountability indicators. Education Code sections 47607 and 47607.2 prescribe three-tiers of performance classification in which a charter school falls within one of the following categories - "high," "middle," or "low." The three-tier classification considers a charter school's performance on the California School Dashboard accountability indicators, with an emphasis on the measurements of academic performance.

Criterion 3: Notwithstanding Criterion 1 and 2, the Board must also consider whether the charter school's enrollment or dismissal practices are discriminatory as grounds for nonrenewal. (Ed. Code, § 47607(e).) Additionally, the Board considers whether the charter school has substantial fiscal or governance factors as grounds for nonrenewal. (Ed. Code, § 47607(e).)

Expected Outcomes:
Charter School is expected to operate its school in a manner consistent with Board action, policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms and conditions set forth in Charter School's petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the charter petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal charter petition, Charter School

would be authorized to continue operations as a charter school for the charter term beginning July 1, 2026.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal charter petition, Charter School would not be authorized to continue operations as a charter school. The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 141-25/26, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of Charter School renewal petition.

Policy Implications:
All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact:
State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and,

to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:
As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

Issues and Analysis:
If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Stella Middle Charter Academy Data Set
Attachment C - Desegregation Impact Statement

Budget, Petition and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/164j258-PqJk_l9JyzSjQEVnuRjKCQunR?usp=sharing>

Submitted:
10/23/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Office of the Chief Strategy Officer

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 141-25/26
November 17, 2025

School Name:	**Stella Middle Charter Academy**		BOARD IS REQUIRED TO TAKE ACTION BY: **November 19, 2025**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Bright Star Schools**		
Location Code:	**2588**		
Type of Site(s):	**Private**		
Site Address(es):	**4301 W. Martin Luther King Junior Boulevard, Los Angeles, CA 90008**		
Board District(s):	**1**	Region(s):	**West**
Grade Levels Served:	**5-8**	Current Enrollment:	**481**
Grade Levels Authorized in Current Charter:	**5-8**	Approved Enrollment in Current Charter:	**750 (see proposed change in "Action Proposed" below)**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval for a five (5)-year term (2026-2031)**		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Stella Middle Charter Academy ("Charter School"), located in Board District 1 and Region West, for a term of five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 560 students in grades 5-8 in each year of the charter term.
The school is requesting to decrease enrollment from 750 to 560 to align with the school's enrollment trends.

II. RENEWAL REQUIREMENTS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
  These criteria have been determined not to be bases for denial.

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)
  These criteria have been determined not to be bases for denial.

Charter Petition Requirement:

In accordance with Education Code section 47611.5, a charter school charter shall contain a declaration regarding whether or not the charter school shall be deemed the exclusive public school employer of the employees at the charter school for the purposes of Section 3540.1 of the Government Code, and that declaration shall not be materially inconsistent with the charter.

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?
  This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	Stella Middle Charter Academy
Initial Authorization:	On March 11, 2003, Stella Middle Charter Academy was authorized by the LAUSD Board of Education to serve 750 students in grades 5-8.
Most Recent Renewal	The charter was renewed on December 5, 2017 for a five-year term (July 1, 2018 - June 30, 2023) to serve up to 750 students in grades 5-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Stella Middle Charter Academy expires June 30, 2026.
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on December 8, 2020, to amend governance and admission preferences.
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Stella Middle Charter Academy submitted its renewal petition application on August 21, 2025. The 90-day statutory timeline for Board action on the petition runs through November 19, 2025.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Stella Middle Charter Academy implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Stella Middle Charter Academy participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Stella Middle Charter Academy is operated by Bright Star Schools, a California nonprofit public benefit corporation that also operates eight other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Stella Middle Charter Academy has been identified by the state as a Middle performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard, and whether there was clear and convincing verified data evidence showing the school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School's Dashboard performance was lower than the state in ELA for All Students, but the majority of numerically significant student groups were higher than the state for all three years. In Math, All Students and a majority of numerically significant student groups were lower than the state The charter school was higher than the state on the English Language Progress Indicator (ELPI) for two of the three years reported. The charter school provided three years of verified data, demonstrating one year's progress for the majority of students in ELA and Math.

Please see the Stella Middle Charter Academy data sets and Verified Data Reports.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels are reported based on the 2021-2022 school year data using one of five Status Levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status Levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Below, the 2023 and 2024 Dashboard Performance Levels (colors) based on two years' data are provided.

Stella Middle Charter Academy Dashboard Indicators

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	Low	Low	Medium	Not Applicable	Very High	Not Applicable	Low
2022-2023	Orange	Red	Orange	Not Applicable	Orange	Not Applicable	Yellow
2023-2024	Yellow	Yellow	Green	Not Applicable	Yellow	Not Applicable	Blue

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

c. English Language Arts Indicator

In 2022 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was lower than the state for All Students, and higher than the state for four of five numerically significant student groups. In 2023 in ELA the charter school's Distance from Standard (DFS) was lower than the state for All Students, and higher than the state for three of five numerically significant student groups. In 2024 in ELA, the charter school's DFS was lower than the state for All Students, and higher than the state for all six numerically significant student groups.

Stella Middle Charter Academy - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Low**	**-28.5**	**Low**	**-12.2**	**Lower**
Black or African American	Met	Low	-43.7	Low	-57.7	Higher
Latino	Met	Low	-26.5	Low	-38.6	Higher
English Learner	Met	Low	-55.3	Low	-61.2	Higher
Socioeconomically Disadvantaged	Met	Low	-29.0	Low	-41.4	Higher
Students with Disabilities	Met	Very Low	-102.3	Very Low	-97.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Stella Middle Charter Academy - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-39.4**	**-11.0**	**Orange**	**-13.6**	**Lower**
Black or African American	Met	Orange	-48.0	-4.3	Orange	-59.6	Higher
Latino	Met	Orange	-38.5	-12.1	Orange	-40.2	Higher
English Learner	Met	Orange	-69.0	-13.8	Orange	-67.7	Lower
Socioeconomically Disadvantaged	Met	Orange	-39.3	-10.3	Orange	-42.6	Higher
Students with Disabilities	Met	Red	-118.2	-15.9	Red	-96.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Stella Middle Charter Academy - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**-20.5**	**18.9**	**Orange**	**-13.2**	**Lower**
Black or African American	Met	Yellow	-18.8	29.2	Orange	-58.9	Higher
Latino	Met	Yellow	-19.8	18.7	Orange	-39.3	Higher
English Learner	Met	Yellow	-51.5	17.5	Orange	-67.6	Higher
Long Term English Learner	Met	Yellow	-69.1	30.6	Red	-109.6	Higher
Socioeconomically Disadvantaged	Met	Yellow	-22.0	17.3	Orange	-40.9	Higher
Students with Disabilities	Met	Orange	-88.3	29.9	Red	-95.6	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

d. Math Indicator

In 2022 and 2023 in Math, the charter school's DFS was lower than the state for All Students, and lower than the state for all five numerically significant student groups. In 2024 in Math, the charter school's DFS was lower than the state for All Students, and higher than the state for three of six student groups.

In order to increase student outcomes in Math, charter school leaders report expanding on a guide and rubric for teacher observation and feedback; implementing differentiated, teacher-led professional development; launching a co-teaching model in Math classes; and providing tutoring, small group, and data-based intervention.

Stella Middle Charter Academy - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Low**	**-91.0**	**Low**	**-51.7**	**Lower**
Black or African American	Met	Very Low	-127.0	Very Low	-106.9	Lower
Latino	Met	Low	-85.3	Low	-83.4	Lower
English Learner	Met	Very Low	-111.7	Low	-92.0	Lower
Socioeconomically Disadvantaged	Met	Low	-91.9	Low	-84.0	Lower
Students with Disabilities	Not Met	Very Low	-153.1	Very Low	-130.8	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Stella Middle Charter Academy - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Red**	**-99.2**	**-8.3**	**Orange**	**-49.1**	**Lower**
Black or African American	Met	Orange	-121.4	5.6	Red	-104.5	Lower
Latino	Met	Orange	-94.7	-9.3	Orange	-80.8	Lower
English Learner	Met	Red	-123.5	-11.9	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Red	-98.9	-7.0	Yellow	-80.8	Lower
Students with Disabilities	Met	Red	-175.8	-21.4	Orange	-127.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Stella Middle Charter Academy - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**-77.7**	**21.5**	**Orange**	**-47.6**	**Lower**
Black or African American	Met	Yellow	-81.3	40.1	Red	-102.2	Higher
Latino	Met	Yellow	-75.2	19.5	Orange	-79.2	Higher
English Learner	Met	Orange	-103.3	20.2	Orange	-93.4	Lower
Long Term English Learner	Met	Orange	-128.7	32.3	Red	-163.5	Higher
Socioeconomically Disadvantaged	Met	Yellow	-79.5	19.4	Orange	-78.2	Lower
Students with Disabilities	Met	Orange	-136.7	39.2	Red	-124.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's English Learner Progress Rate was higher than the state's rate. In 2023 on the ELPI, the charter school's English Learner Progress Rate was lower than the state. In 2024 on the ELPI, the charter school's English Learner Progress Rate for English Learner and Long-term English Learner student groups was higher than the state's rates.

Stella Middle Charter Academy - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Medium	54.4%	Medium	50.3%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Stella Middle Charter Academy - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Orange	48.3%	-6.1%	Yellow	48.7%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Stella Middle Charter Academy - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Green	50.4%	2.2%	Orange	45.7%	Higher
Long Term English Learner	Met	Orange	50.0%	-3.2%	Orange	45.8%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

f. College/Career Indicator

Not applicable

g. Chronic Absenteeism Indicator

In 2022 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was lower than the state for All Students and for all five of the numerically significant student groups. In 2023 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students, but lower for three of five numerically significant student groups. In 2024 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was lower than the state for All Students, and for four of six numerically significant student groups.

h. Graduation Indicator [HS only]

Not applicable

i. Suspension Rate Indicator

In 2022, 2023, and 2024, the charter school's percentage of students suspended at least once was lower than the state for All Students, and for all numerically significant student groups.

j. Dashboard Local Indicators
Staff also considered the Local Indicators (e.g., Basic: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; Access to a Broad Course of Study) which have all been reported as "Met" in 2023 and 2024.

k. Additional Information
Not applicable

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

In accordance with Education Code section 47604.32, the District's Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following four categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for Stella Middle Charter Academy outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Accomplished*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	*Developing*
2024-2025	*Proficient*
Concerns	The rating of *Developing* in 2023-2024 was a result of low ratings on the ELA, Math, ELPI, and Chronic Absenteeism indicators.

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending.

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	*Developing*
2024-2025	*Proficient*
Concerns	The rating of *Developing* in 2023-2024 was primarily due to the various significant fiscal management-related issues, including non-adherence to the Bright Star Schools governing board-approved fiscal policies and procedures. Bright Star Schools provided responses and took actions to address these issues. The CSD will continue to monitor these matters through the oversight process.

VI. VERIFIED DATA

Charter schools satisfying the Middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school's achieved measurable increases in academic achievement, or strong postsecondary outcomes for the timeframe specified in law. (Ed. Code, § 47607.2(b)(3).)

ELA

Charter School provided data for Reading from "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2022-2023, 2023-2024, and 2024-2025 ("Final Diagnostic") for All Students and for the following student groups: African American, English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the SBE to be on the verified data list.

Per Education Code section 47607.2 (c)(2), the SBE established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready's publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report for 2024-2025 provided by Charter School reported 458 students were assessed in Reading and 463 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2024-2025 assessment data appears to include at least 95% of eligible students.

Charter School provided 2022-2023, 2023-2024, and 2024-2025 data for grades 5-8. For the purposes of verified data, i-Ready has separate recommended targets for Grades K-5 and 6-8. Per Curriculum Associates' published guidance, grade-specific Progress to Annual Typical Growth values can be used to evaluate one-year's progress by grade level for schools with configurations other than Grades K-5 and 6-8.

As seen in the table below, four of four grade levels met one year's progress based on i-Ready's Median Progress to Typical Growth Targets. Charter School submitted data that included data for five student groups (African American, English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) and all student groups demonstrated one year's progress for all grade levels based on i-Ready's Median Progress to Typical Growth Targets.

i-Ready Diagnostic Growth Reading 2024-2025				
Student Groups	**Number of Students Tested**	**i-Ready Growth Target**	**Reading: Progress to Annual Typical Growth (Median)**	**One Year's Progress**
Grade 5	86	Grades K-5: 75%	154%	Met
African American	18	Grades K-5: 75%	134%	Met
English Learner	22	Grades K-5: 75%	152%	Met
Latino	67	Grades K-5: 75%	154%	Met
Socioeconomically Disadvantaged	81	Grades K-5: 75%	154%	Met
Students with Disabilities	11	Grades K-5: 75%	162%	Met

i-Ready Diagnostic Growth Reading 2024-2025				
Student Groups	**Number of Students Tested**	**i-Ready Growth Target**	**Reading: Progress to Annual Typical Growth (Median)**	**One Year's Progress**
Grade 6	120	Grades 6-8: 45%	108%	Met
African American	20	Grades 6-8: 45%	162%	Met
English Learner	40	Grades 6-8: 45%	84%	Met
Latino	98	Grades 6-8: 45%	103%	Met
Socioeconomically Disadvantaged	116	Grades 6-8: 45%	105%	Met
Students with Disabilities	16	Grades 6-8: 45%	218%	Met
Grade 7	129	Grades 6-8: 45%	176%	Met
African American	21	Grades 6-8: 45%	141%	Met
English Learner	30	Grades 6-8: 45%	174%	Met
Latino	106	Grades 6-8: 45%	187%	Met
Socioeconomically Disadvantaged	121	Grades 6-8: 45%	171%	Met
Students with Disabilities	19	Grades 6-8: 45%	176%	Met
Grade 8	123	Grades 6-8: 45%	244%	Met
African American	20	Grades 6-8: 45%	278%	Met
English Learner	24	Grades 6-8: 45%	206%	Met
Latino	103	Grades 6-8: 45%	244%	Met
Socioeconomically Disadvantaged	117	Grades 6-8: 45%	244%	Met
Students with Disabilities	23	Grades 6-8: 45%	278%	Met

*Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Charter School also submitted verified data using i-Ready for the 2022-2023 and 2023-2024, school years. Based on i-Ready's Median Progress to Typical Growth targets, Charter School met the one year's progress for a majority of grade levels and met the one year's progress for a majority of student groups in Reading in 2023-2024. Based on i-Ready's prior Typical Growth target of 50% of the students making 100% Typical Growth, Charter School met the one year's progress for All Students and for all student groups in Reading in 2022-2023.

MATH

Charter School provided data for Math from an "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2022-2023, 2023-2024, and 2024-2025 ("Final Diagnostic") for All Students and for the following student groups: African American, English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

Per Education Code section 47607.2 (c)(2), the SBE established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready's publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report for 2024-2025 provided by Charter School reported 459 students

were assessed in Math and 463 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2024-2025 assessment data appears to include at least 95% of eligible students.

Charter School provided 2023-2024 and 2024-2025 data for grades 5-8. For the purposes of verified data, i-Ready has separate recommended targets for Grades K-5 and 6-8. Per Curriculum Associates' published guidance, grade-specific Progress to Annual Typical Growth values can be used to evaluate one-year's progress by grade level for schools with configurations other than Grades K-5 and 6-8.
As seen in the table below, three of four grade levels met one year's progress based on i-Ready's Median Progress to Typical Growth Targets. Charter School submitted data that included data for five student groups (African American, English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) and all student groups demonstrated one year's progress for a majority of the grade levels based on i-Ready's Median Progress to Typical Growth Targets.

i-Ready Diagnostic Growth Math 2024-2025				
Student Groups	**Number of Students Tested**	**i-Ready Growth Target**	**Math: Progress to Annual Typical Growth (Median)**	**One Year's Progress**
Grade 5	87	Grades K-5: 80%	61%	Not Met
African American	19	Grades K-5: 80%	72%	Not Met
English Learner	22	Grades K-5: 80%	47%	Not Met
Latino	67	Grades K-5: 80%	50%	Not Met
Socioeconomically Disadvantaged	81	Grades K-5: 80%	61%	Not Met
Students with Disabilities	11	Grades K-5: 80%	30%	Not Met
Grade 6	120	Grades 6-8: 60%	83%	Met
African American	20	Grades 6-8: 60%	97%	Met
English Learner	40	Grades 6-8: 60%	71%	Met
Latino	98	Grades 6-8: 60%	72%	Met
Socioeconomically Disadvantaged	116	Grades 6-8: 60%	90%	Met
Students with Disabilities	16	Grades 6-8: 60%	138%	Met
Grade 7	129	Grades 6-8: 60%	129/130%	Met
African American	21	Grades 6-8: 60%	215%	Met
English Learner	30	Grades 6-8: 60%	161%	Met
Latino	106	Grades 6-8: 60%	129%	Met
Socioeconomically Disadvantaged	121	Grades 6-8: 60%	154%	Met
Students with Disabilities	19	Grades 6-8: 60%	200%	Met
Grade 8	123	Grades 6-8: 60%	167%	Met
African American	20/20	Grades 6-8: 60%	313%	Met
English Learner	24/24	Grades 6-8: 60%	242%	Met
Latino	103/103	Grades 6-8: 60%	156%	Met
Socioeconomically Disadvantaged	117/117	Grades 6-8: 60%	167%	Met
Students with Disabilities	23/23	Grades 6-8: 60%	192%	Met

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Charter School also submitted verified data using i-Ready for the 2022-2023 and 2023-2024, school years. Based on i-Ready's Median Progress to Typical Growth targets, Charter School met the one year's progress for half of the grade levels and met the one year's progress for less than a majority of student groups in Math in 2023-2024. Based on i-Ready's prior Typical Growth target of 50% of the students making 100% Typical Growth, Charter School met the one year's progress for All Students and for the majority of student groups in Math in 2022-2023.

Based on the review and consideration of verified data, Stella Middle Charter Academy included three years of data, including schoolwide and student group reports (African American, English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) for both ELA and Math. In 2022-2023, 2023-2024, and 2024-2025, Stella Middle Charter Academy appears to have met 95 percent participation rate for schoolwide and all numerically significant student groups.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Stella Middle Charter Academy's fiscal condition is positive and has been upward trending since the 2020-2021 fiscal year.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Unaudited Actuals)
Net Assets	$2,843,814	$3,408,747	$3,953,481	$4,097,216	$4,135,431
Net Income/Loss	$619,495	$564,933	$544,734	$143,735	$38,215
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment [A]	468	454	473	473	473

[A] Stella Middle Charter Academy reported 481 Norm Enrollment for Fiscal Year 2025-2026. Stella Middle Charter Academy proposes to decrease its enrollment capacity to 560 for its renewal charter term. See Section **I. ACTION PROPOSED** above. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

b. 2023-2024 Independent Audit Report

Audit Opinion: Unmodified/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.

Bright Star Schools (BSS)					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
9	9	$71,806,876	$1,550,391	$7,650,362	($828,809)[1]

[1] According to BSS, the organization did not charge certain BSS charter schools the full management fees in Fiscal Year 2023-2024 due to various school-specific challenges, such as enrollment shortfalls, unexpected facility repairs, higher-than-anticipated Special Education service needs, and other one-time operational expenses. BSS stated that it absorbed a portion of these costs, which resulted in a net loss for the year.

Stella Middle Charter Academy

Board District: 1 | Region: West | Location Code: 2588

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023								Dashboard 2024						
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	99%	447	-28.5	Low	-12.2	Lower	100%	457	-39.4	-11.0	Declined	Orange	-13.6	Lower	99%	453	-20.5	18.9	Increased Significantly	Yellow	-13.2	Lower
African American/Black	100%	68	-43.7	Low	-57.7	Higher	100%	73	-48.0	-4.3	Declined	Orange	-59.6	Higher	99%	76	-18.8	29.2	Increased Significantly	Yellow	-58.9	Higher
English Learner	99%	171	-55.3	Low	-61.2	Higher	99%	171	-69.0	-13.8	Declined	Orange	-67.7	Lower	99%	170	-51.5	17.5	Increased Significantly	Yellow	-67.6	Higher
Homeless Youth	92%	12	-86.1	Very Low	-62.9	--	100%	21	-97.3	-6.6	Declined	--	-67.9	--	94%	14	-66.1	31.2	Increased Significantly	--	-70.4	--
Latino	98%	356	-26.5	Low	-38.6	Higher	99%	369	-38.5	-12.1	Declined	Orange	-40.2	Higher	99%	363	-19.8	18.7	Increased Significantly	Yellow	-39.3	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	98%	58	-69.1	30.6	Increased Significantly	Yellow	-109.6	Higher
Socioeconomically Disadvantaged	99%	434	-29.0	Low	-41.4	Higher	100%	440	-39.3	-10.3	Declined	Orange	-42.6	Higher	99%	433	-22.0	17.3	Increased Significantly	Yellow	-40.9	Higher
Students with Disabilities	98%	76	-102.3	Very Low	-97.3	Lower	97%	70	-118.2	-15.9	Declined Significantly	Red	-96.3	Lower	97%	72	-88.3	29.9	Increased Significantly	Orange	-95.6	Higher

Data Sources: California School Dashboard Research data files.

Stella Middle Charter Academy

Board District: 1 | Region: West | Location Code: 2588

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023								Dashboard 2024							
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	98%	445	-91.0	Low	-51.7	Lower	99%	456	-99.2	-8.3	Declined	Red	-49.1	Lower	100%	454	-77.7	21.5	Increased Significantly	Yellow	-47.6	Lower
African American/Black	99%	67	-127.0	Very Low	-106.9	Lower	100%	73	-121.4	5.6	Increased	Orange	-104.5	Lower	100%	77	-81.3	40.1	Increased Significantly	Yellow	-102.2	Higher
English Learner	99%	171	-111.7	Very Low	-92.0	Lower	99%	171	-123.5	-11.9	Declined	Red	-93.4	Lower	99%	170	-103.3	20.2	Increased Significantly	Orange	-93.4	Lower
Homeless Youth	100%	12	-132.5	Very Low	-101.8	--	95%	20	-100.9	31.7	Increased Significantly	--	-101.3	--	100%	14	-111.6	-10.8	Declined	--	-106.0	--
Latino	98%	355	-85.3	Low	-83.4	Lower	99%	368	-94.7	-9.3	Declined	Orange	-80.8	Lower	99%	363	-75.2	19.5	Increased Significantly	Yellow	-79.2	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	98%	58	-128.7	32.3	Increased Significantly	Orange	-163.5	Higher
Socioeconomically Disadvantaged	98%	432	-91.9	Low	-84.0	Lower	99%	439	-98.9	-7.0	Declined	Red	-80.8	Lower	100%	434	-79.5	19.4	Increased Significantly	Yellow	-78.2	Lower
Students with Disabilities	94%	74	-153.1	Very Low	-130.8	Lower	97%	70	-175.8	-21.4	Declined Significantly	Red	-127.3	Lower	97%	72	-136.7	39.2	Increased Significantly	Orange	-124.3	Lower

Data Sources: California School Dashboard Research data files.

Stella Middle Charter Academy

Board District: 1 | Region: West | Location Code: 2588

CA School Dashboard: English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school for all student groups in grades 1-12. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator

	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	Students	ELPI	Status Level	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State
English Learner	125	54.4%	Medium	50.3%	Higher	116	48.3%	-6.1	Declined	Orange	48.7%	Lower	113	50.4%	2.2	Increased	Green	45.7%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	56	50.0%	-3.2	Declined	Orange	45.8%	Higher

Student English Language Acquisition Results Summative ELPAC

		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2022	EL	49.6%	4.8%	31.2%	14.4%	47.5%	2.8%	31.4%	18.3%
2023	EL	48.3%	0.0%	34.5%	17.2%	45.7%	2.3%	32.2%	18.3%
2024	EL	50.4%	0.0%	34.5%	15.0%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	50.0%	0.0%	33.9%	16.1%	41.6%	3.4%	28.5%	24.7%

Districts and schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard). For each district and school that does not meet the 95 percent target, the minimum number of students needed to reach a participation rate of at least 95 percent is determined. The resulting number of students will be counted as not making progress in the current ELPI Status calculation.

Summative ELPAC Participation Rate Report

		School				State of California			
End Year	Student Group	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%
2022	EL	130	130	100.0%	Y	1,052,513	1,088,734	96.7%	Y
2023	EL	120	121	99.2%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	44	45	97.8%	Y	193,182	202,530	95.4%	Y
2024	EL	113	114	99.1%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	46	47	97.9%	Y	182,603	190,459	95.9%	Y

Stella Middle Charter Academy

Board District: 1 | Region: West | Location Code: 2588

CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	Chronic Absenteeism	Status Level	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	454	26.9%	Very High	30.0%	Lower	488	24.4%	-2.5	Declined	Orange	24.3%	Higher	484	17.1%	-7.2	Declined Significantly	Yellow	18.6%	Lower
African American/Black	69	40.6%	Very High	42.9%	Lower	85	36.5%	-4.1	Declined	Orange	36.4%	Higher	88	23.9%	-12.6	Declined	Orange	31.3%	Lower
English Learner	137	18.2%	High	33.6%	Lower	132	27.3%	9.0	Increased	Red	26.3%	Higher	123	19.5%	-7.8	Declined	Yellow	20.1%	Lower
Homeless Youth	11	54.5%	Very High	45.1%	--	25	28.0%	-26.5	Declined	--	38.7%	--	18	33.3%	5.3	Increased	--	32.7%	--
Latino	362	23.8%	Very High	35.8%	Lower	386	22.5%	-1.2	Declined	Orange	28.4%	Lower	380	15.3%	-7.3	Declined Significantly	Yellow	21.7%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	63	25.4%	-4.0	Declined	Orange	23.9%	Higher
Socioeconomically Disadvantaged	440	27.0%	Very High	37.4%	Lower	469	24.5%	-2.5	Declined	Orange	29.9%	Lower	463	17.5%	-7.0	Declined Significantly	Yellow	23.4%	Lower
Students with Disabilities	80	31.3%	Very High	39.6%	Lower	83	31.3%	0.1	Maintained	Red	33.1%	Lower	80	28.8%	-2.6	Declined	Orange	26.3%	Higher
Two or More	14	50.0%	Very High	25.1%	--	13	7.7%	-42.3	Declined	--	21.6%	--	11	27.3%	19.6	Increased	--	16.2%	--

Data Sources: California School Dashboard Research data files.

Stella Middle Charter Academy

Board District: 1 | Region: West | Location Code: 2588

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																			
	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	Students	Suspension Rate	Status Level	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State
All Students	469	0.6%	Low	3.1%	Lower	493	1.2%	0.6	Increased	Yellow	3.5%	Lower	494	0.2%	-1.0	Declined	Blue	3.2%	Lower
African American/Black	75	0.0%	Very Low	7.9%	Lower	88	3.4%	3.4	Increased	Orange	8.8%	Lower	90	0.0%	-3.4	Declined	Blue	8.4%	Lower
English Learner	139	0.7%	Low	3.2%	Lower	133	2.3%	1.5	Increased	Orange	3.7%	Lower	126	0.0%	-2.3	Declined	Blue	3.4%	Lower
Homeless Youth	12	0.0%	Very Low	5.5%	--	25	4.0%	4.0	Increased	--	6.5%	--	18	0.0%	-4.0	Declined	--	5.7%	--
Latino	370	0.8%	Low	3.3%	Lower	388	0.8%	0.0	Maintained	Green	3.8%	Lower	385	0.3%	-0.5	Declined	Blue	3.4%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	65	0.0%	-4.4	Declined	Blue	8.1%	Lower
Socioeconomically Disadvantaged	454	0.7%	Low	4.0%	Lower	473	1.3%	0.6	Increased	Yellow	4.5%	Lower	472	0.2%	-1.1	Declined	Blue	4.0%	Lower
Students with Disabilities	81	0.0%	Very Low	5.4%	Lower	84	2.4%	2.4	Increased	Orange	5.9%	Lower	81	0.0%	-2.4	Declined	Blue	5.4%	Lower
Two or More	15	0.0%	Very Low	2.9%	--	13	0.0%	0.0	Maintained	--	3.3%	--	14	0.0%	0.0	Maintained	--	3.0%	--

Data Sources: California School Dashboard Research data files.

Stella Middle Charter Academy

Board District: 1 | Region: West | Location Code: 2588

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group						
	2023-2024			2024-2025		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	471	529,902	5,837,690	474	516,685	5,806,221
F/R Meal	95.5%	80.6%	61.6%	94.9%	81.9%	62.7%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A
English Learner	25.5%	20.1%	18.4%	25.5%	18.6%	17.4%
Foster Youth	0.2%	0.6%	0.5%	0.4%	0.5%	0.5%
Homeless Youth	1.1%	2.1%	3.6%	1.5%	2.7%	4.0%
Socioeconomically Disadvantaged	95.5%	81.3%	62.7%	95.4%	82.4%	63.6%
Students w/ Disabilities	14.6%	14.8%	13.7%	15.0%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	17.4%	7.3%	4.9%	17.3%	7.1%	4.9%
American Indian or Alaska Native	0.2%	0.1%	0.4%	0.2%	0.1%	0.4%
Asian	0.0%	3.4%	9.9%	0.0%	3.3%	10.1%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%
Latino	79.4%	73.8%	56.1%	79.7%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	0.8%	9.8%	20.3%	0.8%	9.7%	20.0%
Two or More Races	1.9%	2.0%	4.6%	1.9%	2.1%	4.8%
Not Reported	0.2%	1.8%	1.1%	0.0%	2.2%	1.2%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp

Stella Middle Charter Academy

Board District: 1 | Region: West | Location Code: 2588

Long-Term English Learners (LTEL) and “At-Risk”

Note: The “EL Total” column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the “English Learners” heading. The “Total (Ever-EL)” column displays the summed total of the data in the “RFEP” column plus the data in the four columns under the “English Learners” heading OR the data in the “EL Total” column, but not both. The percent values displayed in this report are calculated as a percent of the “Total (Ever-EL)” which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	47	16.8%	17,921	7.3%	226,508	11.1%	49	18.4%	15,302	6.5%	211,186	10.6%	45	16.8%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	17	6.1%	17,295	7.1%	144,189	7.1%	17	6.4%	15,717	6.7%	136,188	6.8%	6	2.2%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	2	0.7%	60,457	24.7%	505,486	24.8%	7	2.6%	60,574	25.7%	519,651	26.0%	15	5.6%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	60	21.5%	18,850	7.7%	236,319	11.6%	47	17.6%	14,725	6.2%	207,768	10.4%	55	20.5%	13,775	6.2%	178,306	9.3%
EL Total	126	45.2%	114,523	46.8%	1,112,502	54.5%	120	44.9%	106,318	45.0%	1,074,793	53.8%	121	45.1%	95,959	43.3%	1,009,030	52.6%
RFEP	153	54.8%	130,377	53.2%	927,694	45.5%	147	55.1%	129,789	55.0%	924,422	46.2%	147	54.9%	125,465	56.7%	909,298	47.4%
Total Ever EL	279	100.0%	244,900	100.0%	2,040,196	100.0%	267	100.0%	236,107	100.0%	1,999,215	100.0%	268	100.0%	221,424	100.0%	1,918,328	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesltel.asp

Stella Middle Charter Academy

Board District: 1 | Region: West | Location Code: 2588

Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by Local Education Agencies (LEAs). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. High Incidence is defined as students in the Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment categories. Low Incidence Students are defined as those in the Autism, Deafness, Emotional Disturbance, Hard of Hearing, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, and Visual Impairment categories.

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	471			529,902			474			516,685		
Students with Disabilities	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	69	100%	14.6%	78,319	100%	14.8%	70	100%	14.8%	80,505	100%	15.6%
High Incidence	60	87%	12.7%	52,153	66.6%	9.8%	62	88.6%	13.1%	52,412	65.1%	10.1%
Low Incidence	9	13%	1.9%	26,162	33.4%	4.9%	8	11.4%	1.7%	28,084	34.9%	5.4%
Autism	7	10.1%	1.5%	18,713	23.9%	3.5%	6	8.6%	1.3%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Emotional Disturbance	2	2.9%	0.4%	1,148	1.5%	0.2%	2	2.9%	0.4%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	0	0%	0%	971	1.2%	0.2%	0	0%	0%	931	1.2%	0.2%
Intellectual Disability	0	0%	0%	3,393	4.3%	0.6%	0	0%	0%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	11	15.9%	2.3%	10,930	14%	2.1%	14	20%	3%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0%	0%	533	0.7%	0.1%	0	0%	0%	434	0.5%	0.1%
Specific Learning Disability	45	65.2%	9.6%	29,615	37.8%	5.6%	41	58.6%	8.6%	29,368	36.5%	5.7%
Speech or Language Impairment	4	5.8%	0.8%	11,608	14.8%	2.2%	7	10%	1.5%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	0	0%	0%	185	0.2%	0%	0	0%	0%	175	0.2%	0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

ATTACHMENT C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
STELLA MIDDLE CHARTER ACADEMY
BOARD OF EDUCATION REPORT 141 – 25/26
November 17, 2025

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2026 until June 30, 2031 to serve up to 560 students in grades 5-8 by the end of the charter term.

II. Summary Description of Current District Practice:
Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:
The approval of this charter petition would renew the charter of Stella Middle Charter Academy for five (5) years beginning July 1, 2026 until June 30, 2031.

IV. Effects of This Proposal:
The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:
If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:
Sunserae Keaton
SUNSERAE KEATON
Specialist
Charter Schools Division

APPROVED BY:
KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

TAB 14

333 South Beaudry Ave,
Los Angeles, CA 90017

Los Angeles Unified School District

Board of Education Report

File #: Rep-142-25/26, **Version:** 1 **Agenda Date:** 11/17/2025
In Control: Charter Schools Division

Approval of the Renewal Petition for STEM Preparatory Elementary [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for STEM Preparatory Elementary) Recommends approval of the renewal petition for STEM Preparatory Elementary, a Start-Up Independent charter school, located in Board District 1 and Region South, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 370 students in grades TK-5 in each year of the charter term.

Action Proposed:
Approve the renewal petition for STEM Preparatory Elementary ("Charter School"), a Start-Up Independent charter school, located in Board District 1 and Region South, for five (5) years, beginning July 1, 2026 until June 30, 2031, to serve up to 370 students in grades TK-5 in each year of the charter term. The school is requesting to decrease its current enrollment capacity from 450 students to 370 students to align with the school's enrollment trends. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report. Please see related Board Report No. 143-25/26.

Background:
STEM Preparatory Elementary is a TK-5 school currently serving 316 students on a private facility at 1374 W. 35th Street, Los Angeles, CA, 90007 in Board District 1 and Region South. STEM Preparatory Elementary was originally approved by the LAUSD Board of Education on November 7, 2017. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for STEM Preparatory Elementary expires June 30, 2026.

On August 21, 2025, STEM Preparatory Elementary 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, 2025.

An initial Public Hearing was held on October 14, 2025.

Based on a comprehensive review and assessment of Charter School's renewal petition application and its record of performance, staff has determined that Charter School has met the requirements for renewal and therefore recommends approval of the renewal petition.

Due Diligence:
Current STEM Preparatory Elementary governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A confidential due diligence review of the charter school and its governing organization, school leader and financial manager, was

performed by the Office of the Inspector General, and to the extent any material concerns were identified by the Office of the Inspector General, such information was forwarded to District staff for further assessment.

Statutory Framework and Criteria for Renewal:
A charter school must demonstrate that it is eligible for a renewal of its charter by meeting specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

Criterion 1: The Charter Schools Act provides that renewals are governed by the standards and criteria described in Education Code section 47605 applicable to initial petitions. The first criterion considered in reviewing a renewal petition requires an analysis of the following:

- Whether the petition includes a sound educational program;
- Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
- Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
- Whether the charter school is demonstrably unlikely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions. (The Board may not consider the community impact analysis or District fiscal analysis in determining whether to grant or deny a renewal petition).

Criterion 2: The Board is required to consider the charter school's performance on the California School Dashboard accountability indicators. Education Code sections 47607 and 47607.2 prescribe three-tiers of performance classification in which a charter school falls within one of the following categories - "high," "middle," or "low." The three-tier classification considers a charter school's performance on the California School Dashboard accountability indicators, with an emphasis on the measurements of academic performance.

Criterion 3: Notwithstanding Criterion 1 and 2, the Board must also consider whether the charter school's enrollment or dismissal practices are discriminatory as grounds for nonrenewal. (Ed. Code, § 47607(e).) Additionally, the Board considers whether the charter school has substantial fiscal or governance factors as grounds for nonrenewal. (Ed. Code, § 47607(e).)

Expected Outcomes:
Charter School is expected to operate its school in a manner consistent with Board action, policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms and conditions set forth in Charter School's petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the charter petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal charter petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2026.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal charter petition, Charter School would not be authorized to continue operations as a charter school.

The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 142-25/26, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of Charter School renewal petition.

Policy Implications:
All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact:
State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:
As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

Issues and Analysis:
If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:
Attachment A - Staff Assessment and Recommendation Report
Attachment B - STEM Preparatory Elementary Data Set
Attachment C - STEM Preparatory Elementary RSM Data
Attachment D - Desegregation Impact Statement

Budget, Petition, and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1aZJM7JIW0V6HGk7xK7rJVtv1aeBAjME5?usp=sharing>

Submitted:
10/23/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Office of the Chief Strategy Officer

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

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ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT

RENEWAL PETITION

Board of Education Report 142-25/26
November 17, 2025

School Name:	**STEM Preparatory Elementary**		BOARD IS REQUIRED TO TAKE ACTION BY: **November 19, 2025**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**STEM Preparatory Schools, Inc.**		
Location Code:	**2451**		
Type of Site(s):	**Private**		
Site Address(es):	**1374 W. 35th Street, Los Angeles, CA 90007**		
Board District(s):	**1**	Region(s):	**South**
Grade Levels Served:	**TK-5**	Current Enrollment:	**316**
Grade Levels Authorized in Current Charter:	**TK-5**	Approved Enrollment in Current Charter:	**450** (see proposed change in "Action Proposed" below)
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval for a five (5)-year term (2026-2031)**		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for STEM Preparatory Elementary ("Charter School"), located in Board District 1 and Region South, for a term of five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 370 students in grades TK-5 in each year of the charter term. The school is requesting to decrease its current enrollment capacity from 450 students to 370 students to align with the school's enrollment trends. Please see STEM Preparatory Elementary's concurrent Material Revision (BR 143-25/26) requesting to add an additional site.

Additionally, please see STEM Preparatory Elementary's concurrent material revision (BR 143-25/26) requesting to add an additional site.

II. RENEWAL REQUIREMENTS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
  These criteria have been determined not to be bases for denial.

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)
  These criteria have been determined not to be bases for denial.

Charter Petition Requirement:

In accordance with Education Code section 47611.5, a charter school charter shall contain a declaration regarding whether or not the charter school shall be deemed the exclusive public school employer of the employees at the charter school for the purposes of Section 3540.1 of the Government Code, and that declaration shall not be materially inconsistent with the charter.

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?
  This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	STEM Preparatory Elementary
Initial Authorization:	On November 7, 2017, STEM Preparatory Elementary was authorized by the LAUSD Board of Education to serve 450 students in grades TK-5.
Most Recent Renewal	This is the charter school's first consideration for renewal. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for STEM Preparatory Elementary expires June 30, 2026.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	STEM Preparatory Elementary submitted its renewal petition application on August 21, 2025. The 90-day statutory timeline for Board action on the petition runs through November 19, 2025.
Concurrent Request for Material Revision:	STEM Preparatory Elementary submitted a request for a material revision for its current charter on August 21, 2025, to add a site within a 3-mile radius. Please see related Board Report No. 143-25/26.
Master Plan for English Learners and Standard English Learners:	STEM Preparatory Elementary implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	STEM Preparatory Elementary participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

STEM Preparatory Elementary is operated by STEM Preparatory Schools, Inc., a California nonprofit public benefit corporation that also operates two other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a) Summary

STEM Preparatory Elementary has been identified by the state as a Middle performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard, and whether there was clear and convincing verified data evidence showing the school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School's Dashboard performance was higher than the state in Math and on the English Language Progress Indicator (ELPI), and lower than the state in ELA. Although the charter school provided three years of verified data for All Students and for all three of its numerically significant student groups, there are noted concerns with participation rates. Further analysis in ELA demonstrated higher outcomes for the charter school when compared to Resident Schools.

Please see the attached STEM Preparatory Elementary data sets and Verified Data Reports.

b) Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels are reported based on the 2021-2022 school year data using one of five Status Levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status Levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Below, the 2023 and 2024 Dashboard Performance Levels (colors) based on two years' data are provided.

STEM Preparatory Elementary Dashboard Indicators

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	Low	Low	Low	Not Applicable	Very High	Not Applicable	Very Low
2022-2023	Orange	Yellow	Blue	Not Applicable	Yellow	Not Applicable	Blue
2023-2024	Yellow	Orange	Orange	Not Applicable	Yellow	Not Applicable	Blue

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

c) English Language Arts Indicator

In 2022 and 2023 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was lower than the state for All Students, and lower than the state for three of four numerically significant student groups. In 2024 in ELA, the charter school's DFS was lower than the state for All Students, and lower than the state for all three numerically significant student groups.

To increase student outcomes in ELA, charter school leaders report providing ongoing professional development through small group teacher workshops and weekly student sessions focused on ELA skills. Mid-year Interim Comprehensive Assessment (ICA) testing is used for practice, confidence-building, and data-driven error analysis to guide instruction. Targeted

interventions include literacy supports for struggling readers, and the implementation of advisory blocks to provide personalized instruction.

STEM Preparatory Elementary - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Low**	**-43.8**	**Low**	**-12.2**	**Lower**
Black or African American	Met	Low	-61.5	Low	-57.7	Lower
Latino	Met	Low	-39.2	Low	-38.6	Lower
English Learner	Met	Low	-54.2	Low	-61.2	Higher
Socioeconomically Disadvantaged	Met	Low	-49.2	Low	-41.4	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

STEM Preparatory Elementary - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-51.2**	**-7.4**	**Orange**	**-13.6**	**Lower**
Black or African American	Met	Orange	-58.6	2.9	Orange	-59.6	Higher
Latino	Met	Orange	-48.3	-9.1	Orange	-40.2	Lower
English Learner	Met	Red	-87.0	-32.9	Orange	-67.7	Lower
Socioeconomically Disadvantaged	Met	Orange	-57.7	-8.5	Orange	-42.6	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

STEM Preparatory Elementary - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**-46.6**	**4.6**	**Orange**	**-13.2**	**Lower**
Latino	Met	Yellow	-42.7	5.6	Orange	-39.3	Lower
English Learner	Met	Yellow	-68.4	18.7	Orange	-67.6	Lower
Socioeconomically Disadvantaged	Met	Yellow	-54.3	3.4	Orange	-40.9	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

d) Math Indicator

In 2022, 2023, and 2024 in Math, the charter school's DFS was lower than the state for All Students, but higher than the state for all numerically significant student groups.

STEM Preparatory Elementary - 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**	**-75.4**	**Low**	**-51.7**	**Lower**
Black or African American	Met	Very Low	-101.2	Very Low	-106.9	Higher
Latino	Met	Low	-68.7	Low	-83.4	Higher
English Learner	Met	Low	-77.3	Low	-92.0	Higher
Socioeconomically Disadvantaged	Met	Low	-80.5	Low	-84.0	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

STEM Preparatory Elementary - 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**	**-60.9**	**14.5**	**Orange**	**-49.1**	**Lower**
Black or African American	Met	Yellow	-79.4	21.9	Red	-104.5	Higher
Latino	Met	Yellow	-56.3	12.5	Orange	-80.8	Higher
English Learner	Met	Orange	-87.0	-9.7	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Yellow	-67.3	13.2	Yellow	-80.8	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

STEM Preparatory Elementary - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-65.6**	**-4.7**	**Orange**	**-47.6**	**Lower**
Latino	Met	Orange	-58.9	-2.6	Orange	-79.2	Higher
English Learner	Met	Yellow	-78.1	8.9	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Orange	-71.6	-4.4	Orange	-78.2	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

e) English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's English Learner Progress Rate was lower than the state's rate. In 2023 and 2024 on the ELPI, the charter school's English Learner Progress Rate was higher than the state's rates.

STEM Preparatory Elementary - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Low	44.1%	Medium	50.3%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

STEM Preparatory Elementary - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Blue	62.5%	18.4%	Yellow	48.7%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

STEM Preparatory Elementary - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Orange	53.7%	-8.8%	Orange	45.7%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

f) College/Career Indicator
Not applicable

g) Chronic Absenteeism Indicator
In 2022, 2023, and 2024, the charter school's rate of chronic absenteeism was higher than the state for All Students and for all five numerically significant student groups.

h) Graduation Indicator [HS only]
Not applicable

i) Suspension Rate Indicator
In 2022, 2023, and 2024, the charter school's percentage of students suspended at least once was lower than the state for All Students, and for all five numerically significant student groups.

j) Dashboard Local Indicators
Staff also considered the Local Indicators (e.g., Basic: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; Access to a Broad Course of Study) which have all been reported as "Met" in 2023 and 2024.

k) Additional Information
Not applicable

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

In accordance with Education Code section 47604.32, the District's Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following four categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for STEM Preparatory Elementary outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2023-2024	*Accomplished*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Developing*
Concerns	The rating of *Developing* in 2024-2025 was primarily due to the audit findings reported in the 2023-2024 independent audit report. See further details in the Fiscal Management and Performance section below.

VI. VERIFIED DATA

Charter schools satisfying the Middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school's achieved measurable increases in academic achievement, or strong postsecondary outcomes for the timeframe specified in law. (Ed. Code, § 47607.2(b)(3).)

Charter School provided data from "MAP Growth by NWEA, Grades K-12" (NWEA) *Student Growth Summary Report* in Reading and Math. NWEA is an adopted academic progress indicator approved by the State Board of Education (SBE) to be on the verified data list. Per NWEA, this assessment only reports data disaggregated by grade levels.

Per Education Code section 47607.2 (c)(2), the State Board of Education established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. The *Student Growth Summary Report* provided by Charter School in Reading does not provide a participation rate on the report, however it does include the total number of "growth events[1]" on the reports. In 2024-2025 Charter School had a norm enrollment of 301 students, and the NWEA Reading report indicates that the school had 268 growth events; and the and the NWEA Math report had 275 growth events. Thus, the 2024-2025 assessment data does not appear to include at least 95% of eligible students.

Per the California SBE's May 2023 Agenda Item #02, publisher guidance states, "A CGI range of -0.2 to 0.2 (or greater) could be used as an approximation of one year's growth (or more) in a subject, as the overall average growth of students would be generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure."

ELA Reading

Charter School provided data for 2022-2023, 2023-2024, and 2024-2025 (Fall to Spring administration) for Grades Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4, and Grade 5, and for the following student groups[2]: Latino, African American, English Learner, Socioeconomically Disadvantaged, and Students with Disabilities.

[1] Total Number of Growth Events: The number of students with valid growth-based test events for both terms.
[2] Student group names that appear on the report may be different than names on the CA Dashboard (e.g., "Students with Disabilities will be labeled as "Special Education" on the NWEA report).

The 2024-2025 disaggregated data outcomes are represented in the table below showing overall Kindergarten student groups (Latino, English Learner, and Socioeconomically Disadvantaged), Grade 1 student groups (Latino and Socioeconomically Disadvantaged), Grade 2 student groups (Latino, African American, and Socioeconomically Disadvantaged), Grade 3 student groups (Latino and Socioeconomically Disadvantaged), and Grade 5 student group (Latino) met one year's progress.

MAP Growth Reading 2024-2025				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Reading: Conditional Growth Index (CGI)**	**One Year's Progress**
Kindergarten	48	-0.2 to 0.2	0.78	Met
Latino	38	-0.2 to 0.2	0.96	Met
African American	*	-0.2 to 0.2	*	*
English Learner	17	-0.2 to 0.2	0.81	Met
Socioeconomically Disadvantaged	46	-0.2 to 0.2	0.82	Met
Students with Disabilities	*	-0.2 to 0.2	*	*
Grade 1	33	-0.2 to 0.2	1.80	Met
Latino	25	-0.2 to 0.2	1.46	Met
African American	*	-0.2 to 0.2	*	*
English Learner	*	-0.2 to 0.2	*	*
Socioeconomically Disadvantaged	28	-0.2 to 0.2	1.89	Met
Students with Disabilities	*	-0.2 to 0.2	*	*
Grade 2	48	-0.2 to 0.2	0.65	Met
Latino	35	-0.2 to 0.2	0.95	Met
African American	12	-0.2 to 0.2	0.14	Met
English Learner	*	-0.2 to 0.2	*	*
Socioeconomically Disadvantaged	40	-0.2 to 0.2	0.76	Met
Students with Disabilities	*	-0.2 to 0.2	*	*
Grade 3	45	-0.2 to 0.2	1.11	Met
Latino	34	-0.2 to 0.2	1.37	Met
African American	*	-0.2 to 0.2	*	*
English Learner	*	-0.2 to 0.2	*	*
Socioeconomically Disadvantaged	39	-0.2 to 0.2	1.23	Met
Students with Disabilities	*	-0.2 to 0.2	*	*

MAP Growth Reading 2024-2025				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Reading: Conditional Growth Index (CGI)**	**One Year's Progress**
Grade 4	49	-0.2 to 0.2	-0.65	Not Met
Latino	44	-0.2 to 0.2	-0.55	Not Met
African American	*	-0.2 to 0.2	*	*
English Learner	*	-0.2 to 0.2	*	*
Socioeconomically Disadvantaged	44	-0.2 to 0.2	-0.68	Not Met
Students with Disabilities	*	-0.2 to 0.2	*	*
Grade 5	45	-0.2 to 0.2	-0.23	Not Met
Latino	36	-0.2 to 0.2	0.02	Met
African American	*	-0.2 to 0.2	*	*
English Learner	*	-0.2 to 0.2	*	*
Socioeconomically Disadvantaged	43	-0.2 to 0.2	-0.30	Not Met
Students with Disabilities	*	-0.2 to 0.2	*	*

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Charter School also submitted verified data using NWEA for the 2022-2023 and 2023-2024 school years. Based on NWEA's CGI range of -0.2 to 0.2, in 2023-2024, Charter School met the one year's progress for the majority of the grade levels and the majority of the school's student groups. In 2022-2023, Charter School did not meet the one-year progress for the majority of grade levels and for the majority of student groups.

MATH

Charter School provided data for Math from "MAP Growth by NWEA, Grades K-12" (NWEA) *Student Growth Summary Report* for 2022-2023, 2023-2024, and 2024-2025 (Fall to Spring administration) for Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4, and Grade 5, and for the following student groups[3]: Latino, African American, English Learner, Socioeconomically Disadvantaged, and Students with Disabilities.

The 2024-2025 disaggregated data outcomes are represented in the table below, showing overall, Kindergarten student groups (Latino, English Learner, and Socioeconomically Disadvantaged), Grade 1 student groups (Latino and Socioeconomically Disadvantaged), Grade 2 student groups (Latino, African American, and Socioeconomically Disadvantaged), Grade 3 student groups (Latino and Socioeconomically Disadvantaged), Grade 4 student groups (Latino and Socioeconomically Disadvantaged), and Grade 5 student groups (Latino and Socioeconomically Disadvantaged) Met one year's progress.

[3] Student group names that appear on the report may be different than names on the CA Dashboard (e.g., "Students with Disabilities will be labeled as "Special Education" on the NWEA report).

MAP Growth Math 2024-2025				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Math: Conditional Growth Index (CGI)**	**One Year's Progress**
Kindergarten	49	-0.2 to 0.2	1.80	Met
Latino	39	-0.2 to 0.2	1.82	Met
African American	*	-0.2 to 0.2	*	*
English Learner	18	-0.2 to 0.2	1.52	Met
Socioeconomically Disadvantaged	47	-0.2 to 0.2	1.92	Met
Students with Disabilities	*	-0.2 to 0.2	*	*
Grade 1	35	-0.2 to 0.2	2.18	Met
Latino	26	-0.2 to 0.2	2.61	Met
African American	*	-0.2 to 0.2	*	*
English Learner	*	-0.2 to 0.2	*	*
Socioeconomically Disadvantaged	30	-0.2 to 0.2	1.95	Met
Students with Disabilities	*	-0.2 to 0.2		*
Grade 2	48	-0.2 to 0.2	1.22	Met
Latino	35	-0.2 to 0.2	1.00	Met
African American	12	-0.2 to 0.2	1.70	Met
English Learner	*	-0.2 to 0.2	*	*
Socioeconomically Disadvantaged	40	-0.2 to 0.2	1.41	Met
Students with Disabilities	*	-0.2 to 0.2	*	*
Grade 3	49	-0.2 to 0.2	0.27	Met
Latino	38	-0.2 to 0.2	0.35	Met
African American	*	-0.2 to 0.2	*	*
English Learner	*	-0.2 to 0.2	*	*
Socioeconomically Disadvantaged	42	-0.2 to 0.2	0.24	Met
Students with Disabilities	*	-0.2 to 0.2	*	*

MAP Growth Math 2024-2025				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Math: Conditional Growth Index (CGI)**	**One Year's Progress**
Grade 4	50	-0.2 to 0.2	0.32	Met
Latino	45	-0.2 to 0.2	0.41	Met
African American	*	-0.2 to 0.2	*	*
English Learner	*	-0.2 to 0.2	*	*
Socioeconomically Disadvantaged	45	-0.2 to 0.2	0.25	Met
Students with Disabilities	*	-0.2 to 0.2	*	*
Grade 5	44	-0.2 to 0.2	0.44	Met
Latino	35	-0.2 to 0.2	0.46	Met
African American	*	-0.2 to 0.2	*	*
English Learner	*	-0.2 to 0.2	*	*
Socioeconomically Disadvantaged	42	-0.2 to 0.2	0.46	Met
Students with Disabilities	*	-0.2 to 0.2	*	*

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Charter School also submitted verified data using NWEA for the 2022-2023 and 2023-2024 school year. Based on NWEA's CGI range of -0.2 to 0.2, in 2023-2024, Charter School did not meet the one year's progress for the majority of grade levels and for the majority of student groups. In 2022-2023, Charter School did not meet the one-year progress for all grade levels and for the majority of student groups.

Based on the review and consideration of three years of verified data, which includes grade levels Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4, and Grade 5, and student group reports (Latino, African American, English Learner, Socioeconomically Disadvantaged, Students with Disabilities) in Reading and Math, STEM Preparatory Elementary does not appear to have met the 95 percent participation rate based on norm enrollment compared to growth events.

VII. FURTHER ANALYSIS FOR MIDDLE PERFORMING CHARTER SCHOOLS

Following the review of the foregoing performance data for this charter school placing a greater weight on academic performance on the California School Dashboard, and considering the participation rate issues noted above for Charter School's submitted verified data, staff determined that the school's performance in ELA requires further review.

Based on the charter school's performance on California School Dashboard in ELA and the submitted verified data by the charter school, Staff conducted a further analysis of ELA in comparison to the Resident Schools Median (RSM).[4] As indicated in the tables below, when comparing the school to the

[4] Per LAUSD Policy, a Resident Schools Median analysis is conducted for charter schools classified as Middle Performing, when determining whether closure of the charter school is in the best interest of pupils, among other factors.

RSM, STEM Preparatory Elementary's 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 all numerically significant student groups in ELA. In 2024, its student performance was higher than the RSM for All Students and for the majority of numerically significant student groups in ELA.

Resident Schools Analysis

Academic Performance Medians- English Language Arts

STEM Preparatory Elementary 2021-2022 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Status Level	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Status Level	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**156**	**Low**	**-43.8**	**2,573**	**Very Low**	**-70.1**	**Higher**
Black or African American	32	Low	-61.5	343	Very Low	-92.8	Higher
Latino	124	Low	-39.2	2,127	Low	-61.3	Higher
English Learner	52	Low	-54.2	1,000	Very Low	-82.5	Higher
Socioeconomically Disadvantaged	139	Low	-49.2	2,464	Low	-69.7	Higher

Data Sources: California School 2022 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

STEM Preparatory Elementary 2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**158**	**Orange**	**-51.2**	**2,567**	**Orange**	**-62.2**	**Higher**
Black or African American	34	Orange	-58.6	300	Orange	-85.3	Higher
Latino	115	Orange	-48.3	2,130	Orange	-53.0	Higher
English Learner	42	Red	-87.0	977	Orange	-87.6	Higher
Socioeconomically Disadvantaged	148	Orange	-57.7	2,195	Orange	-62.2	Higher

Data Sources: California School 2023 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

STEM Preparatory Elementary 2023-2024 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Color**	**Charter (DFS)**	**Resident Schools Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Schools Median Comparison (DFS)**
All Students	**152**	**Yellow**	**-46.6**	**2,426**	**Yellow**	**-50.4**	**Higher**
Latino	124	Yellow	-42.7	2,017	Yellow	-48.0	Higher
English Learner	46	Yellow	-68.4	1,010	Orange	-70.3	Higher
Socioeconomically Disadvantaged	141	Yellow	-54.3	2,162	Orange	-52.9	Lower

Data Sources: California School 2024 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

VIII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition
STEM Preparatory Elementary's fiscal condition is positive and has been upward trending since the 2020-2021 fiscal year.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Unaudited Actuals)
Net Assets	$2,161,475	$2,876,123	$2,891,616	$2,941,965	$2,975,868
Net Income/Loss	$1,107,039	$711,648	$15,493	$50,349	$33,903
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment [A]	309	337	327	323	301

[A] STEM Preparatory Elementary reported 316 Norm Enrollment for Fiscal Year 2025-2026. STEM Preparatory Elementary proposes to decrease its enrollment capacity to 370 for its renewal charter term. See Section **I. ACTION PROPOSED** above. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

b. <u>2023-2024 Independent Audit Report</u>
Audit Opinion: Unmodified/Unqualified
Material Weaknesses: Yes. See the description below.
Deficiencies/Findings: Yes. See the description below.
Lack of a Going Concern: None Reported

STEM Preparatory Schools, Inc's 2023-2024 independent audit report identified audit findings related to: 1) a material weakness in internal controls related to financing transactions; and 2) a significant deficiency in the compliance of non-classroom based instruction, which pertained specifically to STEM Preparatory Elementary. STEM Preparatory Schools, Inc. has implemented corrective actions with specific steps to address these audit findings. The CSD will continue to monitor these issues through its oversight process, including a review of STEM Preparatory Schools, Inc.'s 2024-2025 independent audit report to evaluate the implementation of corrective actions.

c. Other Significant Fiscal Information

The financial condition of the charter operator is summarized in the table below.

STEM Preparatory Schools, Inc.					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
3	3	$16,361,562	$733,231	$249,734	($20,052) *

*Per STEM Preparatory Schools, Inc. and its 2023-2024 annual independent audit report, the net loss reported for the charter operator's Home Office in Fiscal Year 2023-2024 resulted primarily from non-cash depreciation expenses.

STEM Preparatory Elementary

Board District: 1 | Region: South | Location Code: 2451

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023							Dashboard 2024							
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	100%	156	-43.8	Low	-12.2	Lower	99%	158	-51.2	-7.4	Declined	Orange	-13.6	Lower	99%	152	-46.6	4.6	Increased	Yellow	-13.2	Lower
African American/Black	100%	32	-61.5	Low	-57.7	Lower	97%	34	-58.6	2.9	Maintained	Orange	-59.6	Higher	96%	24	-75.8	-17.2	Declined Significantly	--	-58.9	--
English Learner	100%	52	-54.2	Low	-61.2	Higher	100%	42	-87.0	-32.9	Declined Significantly	Red	-67.7	Lower	100%	46	-68.4	18.7	Increased Significantly	Yellow	-67.6	Lower
Latino	100%	124	-39.2	Low	-38.6	Lower	100%	115	-48.3	-9.1	Declined	Orange	-40.2	Lower	100%	124	-42.7	5.6	Increased	Yellow	-39.3	Lower
Socioeconomically Disadvantaged	100%	139	-49.2	Low	-41.4	Lower	99%	148	-57.7	-8.5	Declined	Orange	-42.6	Lower	100%	141	-54.3	3.4	Increased	Yellow	-40.9	Lower
Students with Disabilities	100%	20	-122.3	Very Low	-97.3	--	100%	26	-123.3	-1.0	Maintained	--	-96.3	--	97%	28	-86.3	37.0	Increased Significantly	--	-95.6	--

Data Sources: California School Dashboard Research data files.

STEM Preparatory Elementary

Board District: 1 | Region: South | Location Code: 2451

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023								Dashboard 2024							
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	100%	156	-75.4	Low	-51.7	Lower	99%	158	-60.9	14.5	Increased	Yellow	-49.1	Lower	99%	154	-65.6	-4.7	Declined	Orange	-47.6	Lower
African American/Black	100%	32	-101.2	Very Low	-106.9	Higher	97%	34	-79.4	21.9	Increased Significantly	Yellow	-104.5	Higher	96%	24	-103.4	-24.0	Declined Significantly	--	-102.2	--
English Learner	100%	52	-77.3	Low	-92.0	Higher	100%	42	-87.0	-9.7	Declined	Orange	-93.4	Higher	100%	48	-78.1	8.9	Increased	Yellow	-93.4	Higher
Latino	100%	124	-68.7	Low	-83.4	Higher	100%	115	-56.3	12.5	Increased	Yellow	-80.8	Higher	100%	126	-58.9	-2.6	Maintained	Orange	-79.2	Higher
Socioeconomically Disadvantaged	100%	139	-80.5	Low	-84.0	Higher	99%	148	-67.3	13.2	Increased	Yellow	-80.8	Higher	100%	143	-71.6	-4.4	Declined	Orange	-78.2	Higher
Students with Disabilities	100%	20	-116.0	Very Low	-130.8	--	100%	26	-97.5	18.4	Increased Significantly	--	-127.3	--	97%	28	-113.0	-15.5	Declined Significantly	--	-124.3	--

Data Sources: California School Dashboard Research data files.

STEM Preparatory Elementary

Board District: 1 | Region: South | Location Code: 2451

CA School Dashboard: English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school for all student groups in grades 1-12. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	ELPI	Status Level	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State
English Learner	59	44.1%	Low	50.3%	Lower	56	62.5%	18.4	Increased Significantly	Blue	48.7%	Higher	54	53.7%	-8.8	Declined	Orange	45.7%	Higher

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2022	EL	44.1%	0%	39.0%	16.9%	47.5%	2.8%	31.4%	18.3%
2023	EL	62.5%	0%	23.2%	14.3%	45.7%	2.3%	32.2%	18.3%
2024	EL	53.7%	0%	29.6%	16.7%	43.2%	1.9%	34.4%	19.1%

Districts and schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard). For each district and school that does not meet the 95 percent target, the minimum number of students needed to reach a participation rate of at least 95 percent is determined. The resulting number of students will be counted as not making progress in the current ELPI Status calculation.

Summative ELPAC Participation Rate Report									
		School				State of California			
End Year	Student Group	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%
2022	EL	79	79	100%	Y	1,052,513	1,088,734	96.7%	Y
2023	EL	71	71	100%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	--	--	--	--	193,182	202,530	95.4%	Y
2024	EL	73	73	100%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	--	--	--	--	182,603	190,459	95.9%	Y

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CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	Chronic Absenteeism	Status Level	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	346	56.9%	Very High	30.0%	Higher	327	45.0%	-12.0	Declined Significantly	Yellow	24.3%	Higher	319	33.9%	-11.1	Declined Significantly	Yellow	18.6%	Higher
African American/Black	61	67.2%	Very High	42.9%	Higher	69	59.4%	-7.8	Declined	Orange	36.4%	Higher	62	50.0%	-9.4	Declined	Orange	31.3%	Higher
English Learner	85	51.8%	Very High	33.6%	Higher	73	30.1%	-21.6	Declined	Orange	26.3%	Higher	80	25.0%	-5.1	Declined	Orange	20.1%	Higher
Latino	275	54.2%	Very High	35.8%	Higher	234	42.3%	-11.9	Declined Significantly	Yellow	28.4%	Higher	244	30.3%	-12.0	Declined Significantly	Yellow	21.7%	Higher
Socioeconomically Disadvantaged	306	58.2%	Very High	37.4%	Higher	304	45.1%	-13.1	Declined Significantly	Yellow	29.9%	Higher	297	34.7%	-10.4	Declined Significantly	Yellow	23.4%	Higher
Students with Disabilities	38	71.1%	Very High	39.6%	Higher	50	52.0%	-19.1	Declined	Orange	33.1%	Higher	53	52.8%	0.8	Increased	Red	26.3%	Higher
White	3	*	*	21.9%	*	16	31.3%	--	--	--	18.5%	--	6	*	*	*	*	13.5%	*

Data Sources: California School Dashboard Research data files.

STEM Preparatory Elementary

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CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																			
	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	Students	Suspension Rate	Status Level	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State
All Students	354	0.3%	Very Low	3.1%	Lower	347	0.0%	-0.3	Declined	Blue	3.5%	Lower	323	0.0%	0.0	Maintained	Blue	3.2%	Lower
African American/Black	64	1.6%	Medium	7.9%	Lower	74	0.0%	-1.6	Declined	Blue	8.8%	Lower	64	0.0%	0.0	Maintained	Blue	8.4%	Lower
English Learner	85	0.0%	Very Low	3.2%	Lower	78	0.0%	0.0	Maintained	Blue	3.7%	Lower	80	0.0%	0.0	Maintained	Blue	3.4%	Lower
Latino	280	0.0%	Very Low	3.3%	Lower	241	0.0%	0.0	Maintained	Blue	3.8%	Lower	244	0.0%	0.0	Maintained	Blue	3.4%	Lower
Socioeconomically Disadvantaged	312	0.3%	Very Low	4.0%	Lower	317	0.0%	-0.3	Declined	Blue	4.5%	Lower	301	0.0%	0.0	Maintained	Blue	4.0%	Lower
Students with Disabilities	39	2.6%	Medium	5.4%	Lower	52	0.0%	-2.6	Declined	Blue	5.9%	Lower	53	0.0%	0.0	Maintained	Blue	5.4%	Lower
White	3	*	*	2.6%	*	20	0.0%	--	--	--	2.9%	--	6	*	*	*	*	2.6%	*

Data Sources: California School Dashboard Research data files.

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Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group						
	2023-2024			2024-2025		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	319	529,902	5,837,690	303	516,685	5,806,221
F/R Meal	87.5%	80.6%	61.6%	81.5%	81.9%	62.7%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A
English Learner	24.8%	20.1%	18.4%	17.5%	18.6%	17.4%
Foster Youth	0.0%	0.6%	0.5%	0.3%	0.5%	0.5%
Homeless Youth	0.9%	2.1%	3.6%	0.7%	2.7%	4.0%
Socioeconomically Disadvantaged	88.4%	81.3%	62.7%	83.5%	82.4%	63.6%
Students w/ Disabilities	15.4%	14.8%	13.7%	13.9%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	19.4%	7.3%	4.9%	16.2%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.9%	3.4%	9.9%	0.0%	3.3%	10.1%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%
Latino	76.5%	73.8%	56.1%	79.9%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.3%	0.2%	0.4%
White	1.9%	9.8%	20.3%	1.7%	9.7%	20.0%
Two or More Races	0.9%	2.0%	4.6%	2.0%	2.1%	4.8%
Not Reported	0.3%	1.8%	1.1%	0.0%	2.2%	1.2%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp

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Long-Term English Learners (LTEL) and “At-Risk”

Note: The “EL Total” column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the “English Learners” heading. The “Total (Ever-EL)” column displays the summed total of the data in the “RFEP” column plus the data in the four columns under the “English Learners” heading OR the data in the “EL Total” column, but not both. The percent values displayed in this report are calculated as a percent of the “Total (Ever-EL)” which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	0	0.0%	17,921	7.3%	226,508	11.1%	0	0.0%	15,302	6.5%	211,186	10.6%	0	0.0%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	25	26.9%	17,295	7.1%	144,189	7.1%	19	19.4%	15,717	6.7%	136,188	6.8%	10	11.4%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	43	46.2%	60,457	24.7%	505,486	24.8%	50	51.0%	60,574	25.7%	519,651	26.0%	37	42.0%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	5	5.4%	18,850	7.7%	236,319	11.6%	10	10.2%	14,725	6.2%	207,768	10.4%	6	6.8%	13,775	6.2%	178,306	9.3%
EL Total	73	78.5%	114,523	46.8%	1,112,502	54.5%	79	80.6%	106,318	45.0%	1,074,793	53.8%	53	60.2%	95,959	43.3%	1,009,030	52.6%
RFEP	20	21.5%	130,377	53.2%	927,694	45.5%	19	19.4%	129,789	55.0%	924,422	46.2%	35	39.8%	125,465	56.7%	909,298	47.4%
Total Ever EL	93	100.0%	244,900	100.0%	2,040,196	100.0%	98	100.0%	236,107	100.0%	1,999,215	100.0%	88	100.0%	221,424	100.0%	1,918,328	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesltel.asp

STEM Preparatory Elementary

Board District: 1 | Region: South | Location Code: 2451

Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by Local Education Agencies (LEAs). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. High Incidence is defined as students in the Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment categories. Low Incidence Students are defined as those in the Autism, Deafness, Emotional Disturbance, Hard of Hearing, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, and Visual Impairment categories.

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	319			529,902			303			516,685		
Students with Disabilities	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	44	100%	13.8%	78,319	100%	14.8%	42	100%	13.9%	80,505	100%	15.6%
High Incidence	28	63.6%	8.8%	52,153	66.6%	9.8%	28	66.7%	9.2%	52,412	65.1%	10.1%
Low Incidence	16	36.4%	5%	26,162	33.4%	4.9%	14	33.3%	4.6%	28,084	34.9%	5.4%
Autism	13	29.5%	4.1%	18,713	23.9%	3.5%	13	31%	4.3%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Emotional Disturbance	0	0%	0%	1,148	1.5%	0.2%	0	0%	0%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	0	0%	0%	971	1.2%	0.2%	0	0%	0%	931	1.2%	0.2%
Intellectual Disability	1	2.3%	0.3%	3,393	4.3%	0.6%	0	0%	0%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	10	22.7%	3.1%	10,930	14%	2.1%	6	14.3%	2%	11,596	14.4%	2.2%
Orthopedic Impairment	2	4.5%	0.6%	533	0.7%	0.1%	1	2.4%	0.3%	434	0.5%	0.1%
Specific Learning Disability	8	18.2%	2.5%	29,615	37.8%	5.6%	8	19%	2.6%	29,368	36.5%	5.7%
Speech or Language Impairment	10	22.7%	3.1%	11,608	14.8%	2.2%	14	33.3%	4.6%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	0	0%	0%	185	0.2%	0%	0	0%	0%	175	0.2%	0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

STEM Preparatory Elementary

Resident Schools Data Set

Academic Performance Medians- English Language Arts

2021-2022 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator					
School Name	**Student Group**	**Number of Students with Scores**	**Charter (DFS)**	**Charter Status Level**	**Charter to Resident Comparison (DFS)**
STEM Preparatory Elementary	All Students	156	-43.8	Low	
Resident Schools	**Student Group**	**Number of Students with Scores**	**Resident Schools Median (DFS)**	**Resident Schools Median Status Level**	**Charter to Resident Comparison (DFS)**
Birdielee V. Bright Elementary	All Students	174	-32.0	Low	Lower
Budlong Avenue Elementary	All Students	319	-77.8	Very Low	Higher
Foshay Learning Center	All Students	980	-37.2	Low	Lower
John W. Mack Elementary	All Students	134	-87.3	Very Low	Higher
Lenicia B. Weemes Elementary	All Students	192	-76.4	Very Low	Higher
Martin Luther King Jr. Elementary	All Students	144	-70.1	Very Low	Higher
Normandie Avenue Elementary	All Students	272	-80.6	Very Low	Higher
Sixth Avenue Elementary	All Students	167	-53.0	Low	Higher
Vermont Avenue Elementary	All Students	191	-59.2	Low	Higher
Resident Schools Median	**All Students**	**2,573**	**-70.1**	**Very Low**	**Higher**

Data Sources: California School 2022 Dashboard Research data files. 2024-2025 Resident Schools used for comparison. 2021-2022 did not report Color, Change, or Change Level.

STEM Preparatory Elementary 2021-2022 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Status Level**	**Charter (DFS)**	**Resident Schools Number of Students with Scores**	**Resident Schools Median Status Level**	**Resident Schools Median (DFS)**	**Charter to Resident Schools Median Comparison (DFS)**
All Students	**156**	**Low**	**-43.8**	**2,573**	**Very Low**	**-70.1**	**Higher**
Black or African American	32	Low	-61.5	343	Very Low	-92.8	Higher
Latino	124	Low	-39.2	2,127	Low	-61.3	Higher
English Learner	52	Low	-54.2	1,000	Very Low	-82.5	Higher
Socioeconomically Disadvantaged	139	Low	-49.2	2,464	Low	-69.7	Higher

Data Sources: California School 2022 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
School Name	**Student Group**	**Number of Students with Scores**	**Charter Performance Level (color)**	**Charter (DFS)**	**Charter Change**	**Charter Change Level**	**Charter to Resident Comparison (DFS)**
STEM Preparatory Elementary	All Students	158	Orange	-51.2	-7.4	Declined	
Resident Schools	**Student Group**	**Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Resident Schools Median Change**	**Resident Schools Median Change Level**	**Charter to Resident Comparison (DFS)**
Birdielee V. Bright Elementary	All Students	194	Yellow	-19.1	12.9	Increased	Lower
Budlong Avenue Elementary	All Students	314	Red	-76.4	1.3	Maintained	Higher
Foshay Learning Center	All Students	1,012	Orange	-36.9	0.3	Maintained	Lower
John W. Mack Elementary	All Students	121	Red	-92.0	-3.0	Declined	Higher

2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
School Name	**Student Group**	**Number of Students with Scores**	**Charter Performance Level (color)**	**Charter (DFS)**	**Charter Change**	**Charter Change Level**	**Charter to Resident Comparison (DFS)**
Lenicia B. Weemes Elementary	All Students	177	Yellow	-62.2	14.1	Increased	Higher
Martin Luther King Jr. Elementary	All Students	132	Orange	-69.9	0.3	Maintained	Higher
Normandie Avenue Elementary	All Students	269	Orange	-74.3	6.3	Increased	Higher
Sixth Avenue Elementary	All Students	157	Orange	-55.5	-2.6	Maintained	Higher
Vermont Avenue Elementary	All Students	191	Yellow	-42.1	17.1	Increased Significantly	Lower
Resident Schools Median	**All Students**	**2,567**	**Orange**	**-62.2**	**1.3**	**Maintained**	**Higher**

Data Sources: California School 2023 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

STEM Preparatory Elementary 2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Color**	**Charter (DFS)**	**Resident Schools Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Schools Median Comparison (DFS)**
All Students	**158**	**Orange**	**-51.2**	**2,567**	**Orange**	**-62.2**	**Higher**
Black or African American	34	Orange	-58.6	300	Orange	-85.3	Higher
Latino	115	Orange	-48.3	2,130	Orange	-53.0	Higher
English Learner	42	Red	-87.0	977	Orange	-87.6	Higher
Socioeconomically Disadvantaged	148	Orange	-57.7	2,195	Orange	-62.2	Higher

Data Sources: California School 2023 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

2023-2024 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
School Name	**Student Group**	**Number of Students with Scores**	**Charter Performance Level (color)**	**Charter (DFS)**	**Charter Change**	**Charter Change Level**	**Charter to Resident Comparison (DFS)**
STEM Preparatory Elementary	All Students	152	Yellow	-46.6	4.6	Increased	
Resident Schools	**Student Group**	**Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Resident Schools Median Change**	**Resident Schools Median Change Level**	**Charter to Resident Comparison (DFS)**
Birdielee V. Bright Elementary	All Students	183	Orange	-21.3	-2.2	Maintained	Lower
Budlong Avenue Elementary	All Students	281	Red	-75.8	0.6	Maintained	Higher
Foshay Learning Center	All Students	947	Yellow	-30.7	6.3	Increased	Lower
John W. Mack Elementary	All Students	125	Orange	-74.8	17.2	Increased Significantly	Higher
Lenicia B. Weemes Elementary	All Students	183	Yellow	-50.4	11.8	Increased	Higher
Martin Luther King Jr. Elementary	All Students	136	Yellow	-62.2	7.7	Increased	Higher
Normandie Avenue Elementary	All Students	246	Yellow	-68.9	5.4	Increased	Higher
Sixth Avenue Elementary	All Students	148	Yellow	-46.7	8.9	Increased	Higher
Vermont Avenue Elementary	All Students	177	Yellow	-18.5	23.6	Increased Significantly	Lower
Resident Schools Median	**All Students**	**2,426**	**Yellow**	**-50.4**	**7.7**	**Increased**	**Higher**

Data Sources: California School 2024 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

STEM Preparatory Elementary 2023-2024 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Color**	**Charter (DFS)**	**Resident Schools Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Schools Median Comparison (DFS)**
All Students	**152**	**Yellow**	**-46.6**	**2,426**	**Yellow**	**-50.4**	**Higher**
Latino	124	Yellow	-42.7	2,017	Yellow	-48.0	Higher
English Learner	46	Yellow	-68.4	1,010	Orange	-70.3	Higher
Socioeconomically Disadvantaged	141	Yellow	-54.3	2,162	Orange	-52.9	Lower

Data Sources: California School 2024 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

ATTACHMENT D

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
STEM PREPARATORY ELEMENTARY
BOARD OF EDUCATION REPORT 142 – 25/26
November 17, 2025

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2026 until June 30, 2031 to serve up to 370 students in grades TK-5 in each year of the charter term.

II. Summary Description of Current District Practice:
Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:
The approval of this charter petition would renew the charter of STEM Preparatory Elementary for five (5) years beginning July 1, 2026 until June 30, 2031.

IV. Effects of This Proposal:
The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:
If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

JOSÉ SALAS
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

TAB 15

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-143-25/26, **Version:** 1 **Agenda Date:** 11/17/2025
In Control: Charter Schools Division

Approval of the Proposed Material Revision for STEM Preparatory Elementary
Charter Schools Division

Brief Description:
(Approval of the Proposed Material Revision for STEM Preparatory Elementary) Recommends approval of the material revision for STEM Preparatory Elementary to add an additional site, currently located in Board District 1 and Region South.

Action Proposed:
Approve the material revision of the charter for STEM Preparatory Elementary ("Charter School"), to add an additional site. The proposed site is located at 1371 W. 35th Street, Los Angeles, CA, 90007 in Board District 1 and Region South. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
STEM Preparatory Elementary is a TK-5 school currently serving 316 students on a private facility at 1374 W. 35th Street, Los Angeles, CA, 90007 in Board District 1 and Region South. STEM Preparatory Elementary was approved by the LAUSD Board of Education on November 7, 2017.

On August 21, 2025, the Charter Schools Division commenced processing of STEM Preparatory Elementary's complete material revision. STEM Preparatory Elementary seeks to revise its current charter, which expires June 30, 2026.

Based on a comprehensive review of the material revision application and supporting documentation, staff has determined that the charter school has met the standards and criteria set forth in Education Code section 47605 (see Ed. Code, §47607(b)) and therefore recommends approval of the material revision of the charter.

Expected Outcomes:
Charter School is expected to operate its school in a manner consistent with Board action, policies and requirements, and local, state, and federal law including ordinances, statutes, and regulations as well as with the terms and conditions set forth in Charter School's petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the charter petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the material revision of the charter, Charter School would continue to operate as a charter school, as amended, for the remainder of the charter term.

"No" - If the Board does not adopt the recommendation of approval of the material revision of the charter, and instead takes specific action to deny the proposed material revision of the charter, Charter School would continue to operate under the terms of its current charter consistently with the Board's action and direction.

Policy Implications:
All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact:
State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with 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 request for material revision of the charter and its record of performance, staff has determined that Charter School has met the requirements for approval of the material revision.

Issues and Analysis:
If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda as consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:
Attachment A - Staff Assessment and Recommendation Report
Attachment B - STEM Preparatory Elementary Data Set
Attachment C - Material Revision

Budget will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1r3Urkj14bW3MsZpYB9fO2fAaDA4v5-ev?usp=sharing>

Submitted:
10/23/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Office of the Chief Strategy Officer

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

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ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT
REQUEST FOR MATERIAL REVISION OF CHARTER

Board of Education Report 143-25/26
November 17, 2025

School Name:	**STEM Preparatory Elementary**		
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**STEM Preparatory Schools, Inc.**		
Location Code:	**2451**		
Type of Site(s):	**Private**		
Site Address(es):	**1374 W. 35th Street, Los Angeles, CA 90007**		
Board District(s):	**1**	Region(s):	**South**
Grade Levels Served:	**TK-5**	Current Enrollment:	**316**
Grade Levels Authorized in Current Charter:	**TK-5**	Approved Enrollment in Current Charter:	**450**
CONSIDERATION:	**Material Revision to add an additional site**		
CDE PERFORMANCE LEVEL: (PER CDE'S 2025 CLASSIFICATION)	**Middle Performing**		
CURRENT CHARTER TERM	**2018-2026**		
STAFF RECOMMENDATION:	**Approval**		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the proposed material revision of the charter for STEM Preparatory Elementary ("Charter School"), a TK-5 school located in Board District 1 and Region South, to add an additional site. The proposed site is located at 1371 W. 35th Street, Los Angeles, CA, 90007 in Board District 1 and Region South, within the same community.

STEM Preparatory Schools, Inc., the California nonprofit public benefit corporation that holds the charter under the ultimate direction of the board of directors, seeks the proposed additional site to provide physical education instruction, lunch, recess, and host school assemblies.

II. STANDARDS AND CRITERIA FOR MATERIAL REVISIONS

Material revisions are governed by the same standards and criteria that apply to new petitions (See Ed. Code, §§47605 and 47607). If the material revision contains a request to expand to one or more additional sites, or to add grade levels, staff must also determine whether the charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. (See Ed. Code, § 47605(c)(7); Ed. Code, § 47607(a)(3) and (4)), and whether LAUSD is positioned to absorb the fiscal impact of the charter school expansion. (See Ed. Code, § 47605(c)(8); Ed. Code § 47607(a)(3) and (4).) Based on a comprehensive review of the material revision application, staff has determined that the charter school has met the standards and criteria for approval [described in Education Code section 47605] or

were determined not to be a basis for denial of the material revision application. Staff analysis includes the following:

- Does the petition, as revised, include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition?
  These criteria have been determined not to be bases for denial.

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?
  This requirement has been determined not to be a basis for denial.

- Is the charter school demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate? (Ed. Code, § 47605(c)(7).)
  Not applicable

- Is the school district positioned to absorb the fiscal impact of the proposed charter school? (Ed. Code, § 47605(c)(8).)
  Not applicable

III. GENERAL SCHOOL INFORMATION

A. Charter Details

	STEM Preparatory Elementary
Initial Authorization:	On November 7, 2017, STEM Preparatory Elementary was authorized by the LAUSD Board of Education to serve 450 students in grades TK-5.
Most Recent Renewal	Not applicable
Approved Material Revisions of Current Charter:	Not applicable
Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Material Revision Application:	The processing of STEM Preparatory Elementary's complete material revision application commenced on August 21, 2025. Pursuant to the *LAUSD Policy and Procedures for Charter Schools*, the 120-day timeline (for presenting the material revision once processing commences) runs through December 19, 2025.

	STEM Preparatory Elementary
Master Plan for English Learners and Standard English Learners:	STEM Preparatory Elementary implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	STEM Preparatory Elementary participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

STEM Preparatory Elementary is operated by STEM Preparatory Schools, Inc., a California nonprofit public benefit corporation that also operates two other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

STEM Preparatory Elementary has been identified by the state as a Middle performing charter school. Please see discussion of the charter school's record of academic performance below.

Please see the attached STEM Preparatory Elementary Data Set.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels are reported based on the 2021-2022 school year data using one of five Status Levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status Levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Below, the 2023 and 2024 Dashboard Performance Levels (colors) based on two years' data are provided.

STEM Preparatory Elementary Dashboard Indicators

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	Low	Low	Low	Not Applicable	Very High	Not Applicable	Very Low
2022-2023	Orange	Yellow	Blue	Not Applicable	Yellow	Not Applicable	Blue
2023-2024	Yellow	Orange	Orange	Not Applicable	Yellow	Not Applicable	Blue

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

c. English Language Arts Indicator

In 2022 and 2023 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was lower than the state for All Students, and lower than the state for three of four numerically significant student groups. In 2024, in ELA, the charter school's DFS was lower than the state for All Students, and lower than the state for all three numerically significant student groups.

STEM Preparatory Elementary - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Low**	**-43.8**	**Low**	**-12.2**	**Lower**
Black or African American	Met	Low	-61.5	Low	-57.7	Lower
Latino	Met	Low	-39.2	Low	-38.6	Lower
English Learner	Met	Low	-54.2	Low	-61.2	Higher
Socioeconomically Disadvantaged	Met	Low	-49.2	Low	-41.4	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

STEM Preparatory Elementary - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-51.2**	**-7.4**	**Orange**	**-13.6**	**Lower**
Black or African American	Met	Orange	-58.6	2.9	Orange	-59.6	Higher
Latino	Met	Orange	-48.3	-9.1	Orange	-40.2	Lower
English Learner	Met	Red	-87.0	-32.9	Orange	-67.7	Lower
Socioeconomically Disadvantaged	Met	Orange	-57.7	-8.5	Orange	-42.6	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

STEM Preparatory Elementary - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**-46.6**	**4.6**	**Orange**	**-13.2**	**Lower**
Latino	Met	Yellow	-42.7	5.6	Orange	-39.3	Lower
English Learner	Met	Yellow	-68.4	18.7	Orange	-67.6	Lower
Socioeconomically Disadvantaged	Met	Yellow	-54.3	3.4	Orange	-40.9	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

d. Math Indicator

In 2022, 2023, and 2024 in Math, the charter school's DFS was lower than the state for All Students, but higher than the state for all numerically significant student groups.

STEM Preparatory Elementary - 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**	**-75.4**	**Low**	**-51.7**	**Lower**
Black or African American	Met	Very Low	-101.2	Very Low	-106.9	Higher
Latino	Met	Low	-68.7	Low	-83.4	Higher
English Learner	Met	Low	-77.3	Low	-92.0	Higher
Socioeconomically Disadvantaged	Met	Low	-80.5	Low	-84.0	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

STEM Preparatory Elementary - 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**	**-60.9**	**14.5**	**Orange**	**-49.1**	**Lower**
Black or African American	Met	Yellow	-79.4	21.9	Red	-104.5	Higher
Latino	Met	Yellow	-56.3	12.5	Orange	-80.8	Higher
English Learner	Met	Orange	-87.0	-9.7	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Yellow	-67.3	13.2	Yellow	-80.8	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

STEM Preparatory Elementary - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-65.6**	**-4.7**	**Orange**	**-47.6**	**Lower**
Latino	Met	Orange	-58.9	-2.6	Orange	-79.2	Higher
English Learner	Met	Yellow	-78.1	8.9	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Orange	-71.6	-4.4	Orange	-78.2	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

e. <u>English Learner Progress Indicator</u>

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's English Learner Progress Rate was lower than the state's rate. In 2023 and 2024 on the ELPI, the charter school's English Learner Progress Rate was higher than the state's rates.

STEM Preparatory Elementary - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Low	44.1%	Medium	50.3%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

STEM Preparatory Elementary - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Blue	62.5%	18.4%	Yellow	48.7%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

STEM Preparatory Elementary - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Orange	53.7%	-8.8%	Orange	45.7%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

f. <u>College/Career Indicator</u>

Not applicable

g. Chronic Absenteeism Indicator
In 2022, 2023, and 2024, the charter school's rate of chronic absenteeism was higher than the state for All Students and for all five numerically significant student groups.

h. Graduation Indicator [HS only]
Not applicable

i. Suspension Rate Indicator
In 2022, 2023, and 2024, the charter school's percentage of students suspended at least once was lower than the state for All Students, and for all five numerically significant student groups.

j. Dashboard Local Indicators
Staff also considered the Local Indicators (e.g., Basic: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; Access to a Broad Course of Study) which have all been reported as "Met" in 2023 and 2024.

k. Additional Information
Not applicable

V. ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT RESULTS

In accordance with Education Code section 47604.32, the District's Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following four categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for STEM Preparatory Elementary outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2023-2024	*Accomplished*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Developing*
Concerns	The rating of *Developing* in 2024-2025 was primarily due to the audit findings reported in the 2023-2024 independent audit report. See further details in the Fiscal Management and Performance section below.

VI. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition
STEM Preparatory Elementary's fiscal condition is positive and has been upward trending since the 2020-2021 fiscal year.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Unaudited Actuals)
Net Assets	$2,161,475	$2,876,123	$2,891,616	$2,941,965	$2,975,868
Net Income/Loss	$1,107,039	$711,648	$15,493	$50,349	$33,903
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment	309	337	327	323	301

b. 2023-2024 Independent Audit Report
Audit Opinion: Unmodified/Unqualified
Material Weaknesses: Yes. See the description below.
Deficiencies/Findings: Yes. See the description below.
Lack of a Going Concern: None Reported

STEM Preparatory Schools, Inc's 2023-2024 independent audit report identified audit findings related to: 1) a material weakness in internal controls related to financing transactions; and 2) a significant deficiency in the compliance of non-classroom based instruction, which pertained specifically to STEM Preparatory Elementary. STEM Preparatory Schools, Inc. has implemented corrective actions with specific steps to address these audit findings. The CSD will continue to monitor these issues through its oversight process, including a review of STEM

Preparatory Schools, Inc.'s 2024-2025 independent audit report to evaluate the implementation of corrective actions.

c. Other Significant Fiscal Information
The financial condition of the charter operator is summarized in the table below.

STEM Preparatory Schools, Inc.					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
3	3	$16,361,562	$733,231	$249,734	($20,052) *

*Per STEM Preparatory Schools, Inc. and its 2023-2024 annual independent audit report, the net loss reported for the charter operator's Home Office in Fiscal Year 2023-2024 resulted primarily from non-cash depreciation expenses.

STEM Preparatory Elementary

Board District: 1 | Region: South | Location Code: 2451

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023								Dashboard 2024						
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	100%	156	-43.8	Low	-12.2	Lower	99%	158	-51.2	-7.4	Declined	Orange	-13.6	Lower	99%	152	-46.6	4.6	Increased	Yellow	-13.2	Lower
African American/Black	100%	32	-61.5	Low	-57.7	Lower	97%	34	-58.6	2.9	Maintained	Orange	-59.6	Higher	96%	24	-75.8	-17.2	Declined Significantly	--	-58.9	--
English Learner	100%	52	-54.2	Low	-61.2	Higher	100%	42	-87.0	-32.9	Declined Significantly	Red	-67.7	Lower	100%	46	-68.4	18.7	Increased Significantly	Yellow	-67.6	Lower
Latino	100%	124	-39.2	Low	-38.6	Lower	100%	115	-48.3	-9.1	Declined	Orange	-40.2	Lower	100%	124	-42.7	5.6	Increased	Yellow	-39.3	Lower
Socioeconomically Disadvantaged	100%	139	-49.2	Low	-41.4	Lower	99%	148	-57.7	-8.5	Declined	Orange	-42.6	Lower	100%	141	-54.3	3.4	Increased	Yellow	-40.9	Lower
Students with Disabilities	100%	20	-122.3	Very Low	-97.3	--	100%	26	-123.3	-1.0	Maintained	--	-96.3	--	97%	28	-86.3	37.0	Increased Significantly	--	-95.6	--

Data Sources: California School Dashboard Research data files.

STEM Preparatory Elementary

Board District: 1 | Region: South | Location Code: 2451

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023								Dashboard 2024							
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	100%	156	-75.4	Low	-51.7	Lower	99%	158	-60.9	14.5	Increased	Yellow	-49.1	Lower	99%	154	-65.6	-4.7	Declined	Orange	-47.6	Lower
African American/Black	100%	32	-101.2	Very Low	-106.9	Higher	97%	34	-79.4	21.9	Increased Significantly	Yellow	-104.5	Higher	96%	24	-103.4	-24.0	Declined Significantly	--	-102.2	--
English Learner	100%	52	-77.3	Low	-92.0	Higher	100%	42	-87.0	-9.7	Declined	Orange	-93.4	Higher	100%	48	-78.1	8.9	Increased	Yellow	-93.4	Higher
Latino	100%	124	-68.7	Low	-83.4	Higher	100%	115	-56.3	12.5	Increased	Yellow	-80.8	Higher	100%	126	-58.9	-2.6	Maintained	Orange	-79.2	Higher
Socioeconomically Disadvantaged	100%	139	-80.5	Low	-84.0	Higher	99%	148	-67.3	13.2	Increased	Yellow	-80.8	Higher	100%	143	-71.6	-4.4	Declined	Orange	-78.2	Higher
Students with Disabilities	100%	20	-116.0	Very Low	-130.8	--	100%	26	-97.5	18.4	Increased Significantly	--	-127.3	--	97%	28	-113.0	-15.5	Declined Significantly	--	-124.3	--

Data Sources: California School Dashboard Research data files.

STEM Preparatory Elementary

Board District: 1 | Region: South | Location Code: 2451

CA School Dashboard: English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school for all student groups in grades 1-12. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator

	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	Students	ELPI	Status Level	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State
English Learner	59	44.1%	Low	50.3%	Lower	56	62.5%	18.4	Increased Significantly	Blue	48.7%	Higher	54	53.7%	-8.8	Declined	Orange	45.7%	Higher

Student English Language Acquisition Results Summative ELPAC

		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2022	EL	44.1%	0%	39.0%	16.9%	47.5%	2.8%	31.4%	18.3%
2023	EL	62.5%	0%	23.2%	14.3%	45.7%	2.3%	32.2%	18.3%
2024	EL	53.7%	0%	29.6%	16.7%	43.2%	1.9%	34.4%	19.1%

Districts and schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard). For each district and school that does not meet the 95 percent target, the minimum number of students needed to reach a participation rate of at least 95 percent is determined. The resulting number of students will be counted as not making progress in the current ELPI Status calculation.

Summative ELPAC Participation Rate Report

		School				State of California			
End Year	Student Group	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%
2022	EL	79	79	100%	Y	1,052,513	1,088,734	96.7%	Y
2023	EL	71	71	100%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	--	--	--	--	193,182	202,530	95.4%	Y
2024	EL	73	73	100%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	--	--	--	--	182,603	190,459	95.9%	Y

STEM Preparatory Elementary

Board District: 1 | Region: South | Location Code: 2451

CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	Chronic Absenteeism	Status Level	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	346	56.9%	Very High	30.0%	Higher	327	45.0%	-12.0	Declined Significantly	Yellow	24.3%	Higher	319	33.9%	-11.1	Declined Significantly	Yellow	18.6%	Higher
African American/Black	61	67.2%	Very High	42.9%	Higher	69	59.4%	-7.8	Declined	Orange	36.4%	Higher	62	50.0%	-9.4	Declined	Orange	31.3%	Higher
English Learner	85	51.8%	Very High	33.6%	Higher	73	30.1%	-21.6	Declined	Orange	26.3%	Higher	80	25.0%	-5.1	Declined	Orange	20.1%	Higher
Latino	275	54.2%	Very High	35.8%	Higher	234	42.3%	-11.9	Declined Significantly	Yellow	28.4%	Higher	244	30.3%	-12.0	Declined Significantly	Yellow	21.7%	Higher
Socioeconomically Disadvantaged	306	58.2%	Very High	37.4%	Higher	304	45.1%	-13.1	Declined Significantly	Yellow	29.9%	Higher	297	34.7%	-10.4	Declined Significantly	Yellow	23.4%	Higher
Students with Disabilities	38	71.1%	Very High	39.6%	Higher	50	52.0%	-19.1	Declined	Orange	33.1%	Higher	53	52.8%	0.8	Increased	Red	26.3%	Higher
White	3	*	*	21.9%	*	16	31.3%	--	--	--	18.5%	--	6	*	*	*	*	13.5%	*

Data Sources: California School Dashboard Research data files.

STEM Preparatory Elementary

Board District: 1 | Region: South | Location Code: 2451

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	Suspension Rate	Status Level	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State
All Students	354	0.3%	Very Low	3.1%	Lower	347	0.0%	-0.3	Declined	Blue	3.5%	Lower	323	0.0%	0.0	Maintained	Blue	3.2%	Lower
African American/Black	64	1.6%	Medium	7.9%	Lower	74	0.0%	-1.6	Declined	Blue	8.8%	Lower	64	0.0%	0.0	Maintained	Blue	8.4%	Lower
English Learner	85	0.0%	Very Low	3.2%	Lower	78	0.0%	0.0	Maintained	Blue	3.7%	Lower	80	0.0%	0.0	Maintained	Blue	3.4%	Lower
Latino	280	0.0%	Very Low	3.3%	Lower	241	0.0%	0.0	Maintained	Blue	3.8%	Lower	244	0.0%	0.0	Maintained	Blue	3.4%	Lower
Socioeconomically Disadvantaged	312	0.3%	Very Low	4.0%	Lower	317	0.0%	-0.3	Declined	Blue	4.5%	Lower	301	0.0%	0.0	Maintained	Blue	4.0%	Lower
Students with Disabilities	39	2.6%	Medium	5.4%	Lower	52	0.0%	-2.6	Declined	Blue	5.9%	Lower	53	0.0%	0.0	Maintained	Blue	5.4%	Lower
White	3	*	*	2.6%	*	20	0.0%	--	--	--	2.9%	--	6	*	*	*	*	2.6%	*

Data Sources: California School Dashboard Research data files.

STEM Preparatory Elementary

Board District: 1 | Region: South | Location Code: 2451

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group						
	2023-2024			2024-2025		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	319	529,902	5,837,690	303	516,685	5,806,221
F/R Meal	87.5%	80.6%	61.6%	81.5%	81.9%	62.7%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A
English Learner	24.8%	20.1%	18.4%	17.5%	18.6%	17.4%
Foster Youth	0.0%	0.6%	0.5%	0.3%	0.5%	0.5%
Homeless Youth	0.9%	2.1%	3.6%	0.7%	2.7%	4.0%
Socioeconomically Disadvantaged	88.4%	81.3%	62.7%	83.5%	82.4%	63.6%
Students w/ Disabilities	15.4%	14.8%	13.7%	13.9%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	19.4%	7.3%	4.9%	16.2%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.9%	3.4%	9.9%	0.0%	3.3%	10.1%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%
Latino	76.5%	73.8%	56.1%	79.9%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.3%	0.2%	0.4%
White	1.9%	9.8%	20.3%	1.7%	9.7%	20.0%
Two or More Races	0.9%	2.0%	4.6%	2.0%	2.1%	4.8%
Not Reported	0.3%	1.8%	1.1%	0.0%	2.2%	1.2%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp

STEM Preparatory Elementary

Board District: 1 | Region: South | Location Code: 2451

Long-Term English Learners (LTEL) and “At-Risk”

Note: The “EL Total” column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the “English Learners” heading. The “Total (Ever-EL)” column displays the summed total of the data in the “RFEP” column plus the data in the four columns under the “English Learners” heading OR the data in the “EL Total” column, but not both. The percent values displayed in this report are calculated as a percent of the “Total (Ever-EL)” which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	0	0.0%	17,921	7.3%	226,508	11.1%	0	0.0%	15,302	6.5%	211,186	10.6%	0	0.0%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	25	26.9%	17,295	7.1%	144,189	7.1%	19	19.4%	15,717	6.7%	136,188	6.8%	10	11.4%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	43	46.2%	60,457	24.7%	505,486	24.8%	50	51.0%	60,574	25.7%	519,651	26.0%	37	42.0%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	5	5.4%	18,850	7.7%	236,319	11.6%	10	10.2%	14,725	6.2%	207,768	10.4%	6	6.8%	13,775	6.2%	178,306	9.3%
EL Total	73	78.5%	114,523	46.8%	1,112,502	54.5%	79	80.6%	106,318	45.0%	1,074,793	53.8%	53	60.2%	95,959	43.3%	1,009,030	52.6%
RFEP	20	21.5%	130,377	53.2%	927,694	45.5%	19	19.4%	129,789	55.0%	924,422	46.2%	35	39.8%	125,465	56.7%	909,298	47.4%
Total Ever EL	93	100.0%	244,900	100.0%	2,040,196	100.0%	98	100.0%	236,107	100.0%	1,999,215	100.0%	88	100.0%	221,424	100.0%	1,918,328	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesltel.asp

STEM Preparatory Elementary

Board District: 1 | Region: South | Location Code: 2451

Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by Local Education Agencies (LEAs). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. High Incidence is defined as students in the Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment categories. Low Incidence Students are defined as those in the Autism, Deafness, Emotional Disturbance, Hard of Hearing, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, and Visual Impairment categories.

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	319			529,902			303			516,685		
Students with Disabilities	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	44	100%	13.8%	78,319	100%	14.8%	42	100%	13.9%	80,505	100%	15.6%
High Incidence	28	63.6%	8.8%	52,153	66.6%	9.8%	28	66.7%	9.2%	52,412	65.1%	10.1%
Low Incidence	16	36.4%	5%	26,162	33.4%	4.9%	14	33.3%	4.6%	28,084	34.9%	5.4%
Autism	13	29.5%	4.1%	18,713	23.9%	3.5%	13	31%	4.3%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Emotional Disturbance	0	0%	0%	1,148	1.5%	0.2%	0	0%	0%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	0	0%	0%	971	1.2%	0.2%	0	0%	0%	931	1.2%	0.2%
Intellectual Disability	1	2.3%	0.3%	3,393	4.3%	0.6%	0	0%	0%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	10	22.7%	3.1%	10,930	14%	2.1%	6	14.3%	2%	11,596	14.4%	2.2%
Orthopedic Impairment	2	4.5%	0.6%	533	0.7%	0.1%	1	2.4%	0.3%	434	0.5%	0.1%
Specific Learning Disability	8	18.2%	2.5%	29,615	37.8%	5.6%	8	19%	2.6%	29,368	36.5%	5.7%
Speech or Language Impairment	10	22.7%	3.1%	11,608	14.8%	2.2%	14	33.3%	4.6%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	0	0%	0%	185	0.2%	0%	0	0%	0%	175	0.2%	0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

MATERIAL REVISION TO CHARTER OF STEM PREPARATORY ELEMENTARY

This Material Revision to the Charter of STEM Preparatory Elementary ("Material Revision") is made between the Los Angeles Unified School District ("District" or "LAUSD"), a California public school district, and STEM Preparatory Schools, Inc. ("STEM Prep. Schools Inc."), a California non-profit public benefit corporation, operating a California public charter school known as STEM Preparatory Elementary ("Charter School" and/or "STEM Prep."). District and STEM Prep. Schools Inc. are also referred collectively as "Parties."

This Material Revision is to be read in conjunction with and shall expressly revise the charter of STEM Prep. which was originally authorized by the LAUSD Board of Education ("Board of Education") on **November 7, 2017** for a five-year term, from 2018 to 2023 ("Charter") and was set to expire on June 30, 2023. However, Education Code section 47607.4 provides that all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Charter School expires on **June 30, 2026.**

The effective date of this Material Revision is the date of approval by the Board of Education. This Material Revision is based upon the following factual recitals:

RECITALS

A. **WHEREAS**, the approval of charter schools is governed by the Charter Schools Act of 1992, as subsequently amended, Education Code sections 47600 et seq;

B. **WHEREAS**, as set forth in Education Code section 47607, material revisions of charters are governed by the standards and criteria described in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed;

C. **WHEREAS**, the District's Charter Schools Division ("CSD") must determine whether the Charter, as materially revised, would be reasonably comprehensive, educationally sound, and demonstrably likely to be successfully implemented;

D. **WHEREAS**, a material revision includes, but is not necessarily limited to, any change that would significantly alter a charter school's mission, vision, educational philosophy, educational program, governance, or organizational structure;

E. **WHEREAS**, "after receiving approval of its petition, a charter school that proposes to expand operations to one or more additional sites…shall request a material revision to its charter and shall notify the chartering authority of those additional locations…" (Ed. Code, § 47605(a)(4).)

F. **WHEREAS**, as set forth in the Charter, STEM Prep is currently approved to serve students in grades TK-5 and operates from a private facility located at 1374 W. 35th Street, Los Angeles, CA 90007 ("Campus");

G. **WHEREAS**, the Charter School's governing board convened a meeting on August 20, 2025 during which it approved a Board Resolution 2025-08-20-B ("Resolution") proposing to materially revise the Charter to reflect an additional private site for the Charter School located across the street from the Campus at 1371 W. 35th Street, Los Angeles, CA 90007 "for physical education instruction, lunch, recess, assemblies, and emergency drill evacuation" ("Playground"). The Resolution is attached herewith as **Attachment A** and part of this Material Revision;

H. **WHEREAS,** based on correspondence submitted to the District on or about August 21, 2025 ("August 2025 Correspondence") in support of the Material Revision, the Charter School explained that "[t]he Playground provides needed outdoor space for students in the closest possible proximity to classrooms. The Charter School has developed and implemented rigorous protocols to ensure student and staff safety when traveling between classrooms and the Playground…." The August 2025 Correspondence is attached herewith as **Attachment B** and part of this Material Revision;

I. **WHEREAS**, the District considers a charter school's expansion to one or more additional sites as constituting a material revision pursuant to California law and *LAUSD Policy and Procedures for Charter Schools* ("LAUSD Policy"); and

J. **WHEREAS**, the Parties agree to materially revise the Charter to reflect the changes above, LAUSD Policy and applicable state and federal laws.

NOW, THEREFORE, in consideration of the following terms and conditions, the receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows:

MATERIAL REVISION

1. The Parties incorporate the above Recitals as if fully restated in this Material Revision.

2. **Charter School location:** The Charter shall be revised to reflect that the locations for the Charter School are as follows:

- 1374 W. 35th Street, Los Angeles, CA 90007, and
- 1371 W. 35th Street, Los Angeles, CA 90007.

3. The Charter School warrants that it is operated by a non-profit corporation in good standing in the State of California.

4. All other provisions set forth in the Charter shall remain in effect and enforceable.

5. The Parties agree that should any of the provisions of this Material Revision be judicially determined to be invalid or unenforceable, the remaining provisions shall continue in full force and effect.

6. The Parties agree to cooperate fully in the execution of any and all other documents and/or additional actions necessary and/or appropriate to give full force and effect to the terms, provisions, and intent of this Material Revision.

7. The individuals signing this Material Revision warrant that they are authorized to do so, and further, that they are authorized to make the promises in this Material Revision on behalf of the respective Parties.

IN WITNESS WHEREOF, the Parties hereto have caused this Material Revision to be duly executed and delivered in their respective names by their authorized representatives as of the date set forth below.

DATED: October _____, 2025 STEM PREPARATORY SCHOOLS, INC.

By: _____

Title: _____

Authorized Representative of STEM Preparatory Schools, Inc.

DATED: October _____, 2025 LOS ANGELES UNIFIED SCHOOL DISTRICT

By: _____

Title: _____

Authorized Representative of Los Angeles Unified School District

Attachments:

A. STEM Prep. Schools Inc. Board Resolution.

B. STEM Prep. Schools Inc. August 2025 Correspondence.

RESOLUTION OF THE BOARD OF DIRECTORS
STEM Preparatory Schools, Inc.
A California Public Benefit Corporation
Board Resolution 2025-08-20-B

RESOLUTION APPROVING SUBMISSION OF CHARTER MATERIAL REVISION

WHEREAS, the Board of Directors ("Board") of STEM Preparatory Schools, Inc., which operates STEM Preparatory Elementary ("SPES" or the "Charter School"), finds it in the best interest of the Charter School and in furtherance of its educational and public purposes to submit a material revision of the SPES charter as authorized by the Los Angeles Unified School District (the "District") and provided for in Education Code Section 47607; and

WHEREAS, SPES currently operates at 1374 W. 35th Street, Los Angeles, CA 90007 (the "Campus"); and

WHEREAS, the Charter School utilizes a facility across the street from the Campus, at 1371 W. 35th Street, Los Angeles, CA 90007 (the "Playground") for physical education instruction, lunch, recess, assemblies, and emergency drill evacuation; and

WHEREAS, SPES has utilized the Playground since 2018 without incident or any safety concerns raised by the community.

NOW THEREFORE, BE IT RESOLVED, that the Board authorizes the Charter School to prepare a material revision of the SPES charter for submission to the District to add the Playground to the list of locations at which the Charter School operates; and

BE IT RESOLVED FURTHER, that the Board authorizes Eric Barlow, its President and Chief Operating Officer, to sign the request for a material revision, execute the amendment document, and otherwise act on behalf of SPES with respect to the material revision application process; and

BE IT RESOLVED FURTHER, that the Board directs the President and Chief Operating Officer to work with the District on the details of the material revision submission, and authorizes the President and Chief Operating Officer to amend the material revision application based on the best interests of SPES; and

BE IT RESOLVED FURTHER, that the nature and scope of the major changes associated with the material revision of the SPES charter are:

1. To update the SPES charter, including but not limited to, to adding a school site at 1371 W. 35th Street, Los Angeles, CA 90007; and

* * *

IN WITNESS WHEREOF, the Board of Directors has adopted the above resolution by the following vote at a regular Board meeting this 20th day of August, 2025.

AYES: 4

NOS: 0

ABSTENTIONS: 0

ABSENT: 2

By: _____
Carmen Vazquez, Chair

STEM PREP SCHOOLS, INC
3200 W ADAMS BLVD, LOS ANGELES, CA 90018 | 323.795.0695 | STEM-PREP.ORG

August 21, 2025

Via Email
marla.willmott@lausd.net

Marla Willmott, Interim Director
Charter Schools Division
Los Angeles Unified School District
333 S. Beaudry Ave., 20th Floor
Los Angeles, CA 90017

RE: Request for Material Revision of STEM Preparatory Elementary Charter Petition

Dear Director Willmott,

On behalf of STEM Preparatory Elementary ("SPES" or the "Charter School"), operated by STEM Preparatory Schools, Inc., I am writing to respectfully submit a request to materially revise the SPES charter petition in accordance with the procedures of the Los Angeles Unified School District ("District"). A Board Resolution authorizing submission of the material revision is included as Attachment A.

The **nature and scope of the change** associated with this material revision is to add an additional location to the Charter School's facilities. SPES currently operates at 1374 W. 35th Street, Los Angeles, CA 90007 (the "Campus"). The Charter School also utilizes a facility across the street from the Campus, at 1371 W. 35th Street, Los Angeles, CA 90007 (the "Playground") for physical education instruction, lunch, recess, assemblies, and emergency drill evacuation. SPES has utilized the Playground since 2018, when the Charter School opened, without incident or any safety concerns raised by the community.

The Charter School seeks to formalize a location that has been very successful for its community. The Playground complies with the geographic location, site limitations, and related requirements set forth in the Charter Schools Act, including Education Code Sections 47605 and 47605.1. The Playground provides needed outdoor space for students in the closest possible proximity to classrooms. The Charter School has developed and implemented rigorous protocols to ensure student and staff safety when traveling between classrooms and the Playground: students walk in a line with one adult at the front and a second adult at the rear. The group

always crosses together and always in the marked crosswalk. A third adult ensures it is safe to cross the street and stands in the crosswalk holding up a stop sign the entire time students are in the crosswalk.

The request is **educationally sound.** The Charter School has operated successfully for eight school years, with clean financial audits, strong Oversight Reports, and demonstrated academic growth year-to-year. We believe formalizing this location will allow SPES students to continue thriving, with ample room to run and eat and play. If the material revision is approved, we anticipate no change to the community served, nor any disruption to the Charter School's educational programming – though the impact to both would be immediate and severe, if the material revision is not approved. The Charter School has obtained this opportunity for a long-term solution to its facility needs. The lease agreement for the Playground is attached as Attachment B.

The **clear identification and description of each addition and change to the charter petition**[1] will consist of the following (changes highlighted in yellow):

- Pages 10-11: General Information Table

GENERAL INFORMATION	
● The name and title of the contact person for the Charter School is:	Janette Rodriguez-Pack, CEO
● The contact address for Charter School is:	3200 W Adams Blvd. Los Angeles, CA 90018
● The contact phone number for Charter School is:	(323) 795-0695
● The current address of the Charter School is:	1374 W 35th Street Los Angeles, CA 90007 and 1371 W. 35th Street, Los Angeles, CA 90007
● This location is in LAUSD Board District:	1
● This location is in LAUSD Region:	Central
● The grade configuration of Charter School is:	TK-5
● The number of students in the first year (should align with year 1 of the rollout plan, as well as the budget) will be:	331
● The grade level(s) of the students in the first year will be:	TK-5
● *Charter School's scheduled first day of instruction in 2026-2027 is:*	August 10, 2026
The total enrollment capacity will be: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	370
● The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional

[1] This cover letter reflects changes to the SPES renewal charter petition, submitted at the same time as this material revision request.

• The regular bell schedule (e.g., daily hours) for the Charter School will be:	See 1.18 Sample Daily Schedules
• The term of this Charter for Middle and High performing schools:	July 1, 2026 - June 30, 2031

- Page 11, Element 1:

STEM Prep Elementary has been serving our school community at private facilities at 1374 W. 35th Street, Los Angeles, CA 90007 and 1371 W. 35th Street, Los Angeles, CA 90007, since we opened.

In accordance with the District's procedures, enclosed as Attachment C is a budget for the 2025-26 through 2030-31 school years. This budget is the same as the one submitted with the renewal petition for the Charter School on August 21, 2025, as the cost of the Playground is already included in the lease costs in that budget.

* * *

The Charter School looks forward to working with your office to efficiently and timely process this request. Should you have any questions, please do not hesitate to contact me at ebarlow@stem-prep.org or (424) 250-0095.

Sincerely,

Eric Barlow, President and Chief Operating Officer

Enclosures

TAB 16

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-144-25/26, **Version:** 1 **Agenda Date:** 11/17/2025
In Control: Charter Schools Division

Approval of the Renewal Petition for Valley International Preparatory High [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Valley International Preparatory High) Recommends approval of the renewal petition for Valley International Preparatory High, a Start-Up Independent charter school, located in Board District 3 and Region North, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 400 students in grades 9-12 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Valley International Preparatory High ("Charter School"), a Start-Up Independent charter school, located in Board District 3 and Region North, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 400 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:
Valley International Preparatory High is a 9-12 high school currently serving 291 students on a private facility at 18827 Roscoe Blvd., Northridge, CA, 91324 in Board District 3 and Region North. Valley International Preparatory High was originally approved by the LAUSD Board of Education December 5, 2017. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Valley International Preparatory High expires June 30, 2026.

On August 21, 2025, Valley International Preparatory High submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through November 19, 2025.

An initial Public Hearing was held on October 14, 2025.

Based on a comprehensive review and assessment of Charter School's renewal petition application and its record of performance, staff has determined that Charter School has met the requirements for renewal and therefore recommends approval of the renewal petition.

Due Diligence:
Current Valley International Preparatory High governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A confidential due diligence review of the charter school and its governing organization, school leader and financial manager, was

performed by the Office of the Inspector General, and to the extent any material concerns were identified by the Office of the Inspector General, such information was forwarded to District staff for further assessment.

Statutory Framework and Criteria for Renewal:
A charter school must demonstrate that it is eligible for a renewal of its charter by meeting specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

Criterion 1: The Charter Schools Act provides that renewals are governed by the standards and criteria described in Education Code section 47605 applicable to initial petitions. The first criterion considered in reviewing a renewal petition requires an analysis of the following:

- Whether the petition includes a sound educational program;
- Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
- Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
- Whether the charter school is demonstrably unlikely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions. (The Board may not consider the community impact analysis or District fiscal analysis in determining whether to grant or deny a renewal petition).

Criterion 2: The Board is required to consider the charter school's performance on the California School Dashboard accountability indicators. Education Code sections 47607 and 47607.2 prescribe three-tiers of performance classification in which a charter school falls within one of the following categories - "high," "middle," or "low." The three-tier classification considers a charter school's performance on the California School Dashboard accountability indicators, with an emphasis on the measurements of academic performance.

Criterion 3: Notwithstanding Criterion 1 and 2, the Board must also consider whether the charter school's enrollment or dismissal practices are discriminatory as grounds for nonrenewal. (Ed. Code, § 47607(e).) Additionally, the Board considers whether the charter school has substantial fiscal or governance factors as grounds for nonrenewal. (Ed. Code, § 47607(e).)

Expected Outcomes:
Charter School is expected to operate its school in a manner consistent with Board action, policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms and conditions set forth in Charter School's petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the charter petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal charter petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2026.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal charter petition, Charter School would not be authorized to continue operations as a charter school.

The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 144-25/26, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of Charter School renewal petition.

Policy Implications:
All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact:
State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:
As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

Issues and Analysis:
If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Valley International Data Set
Attachment C - Desegregation Impact Statement

Budget, Petition, and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1A1pyYs16XR27_bUKccNRcpbpG3ZDMPPO?usp=sharing>

Submitted:
10/23/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Office of the Chief Strategy Officer

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

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ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT

RENEWAL PETITION

Board of Education Report 144-25/26
November 17, 2025

School Name:	**Valley International Preparatory High**		BOARD IS REQUIRED TO TAKE ACTION BY: **November 19, 2025**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Parents in Partnership**		
Location Code:	**7531**		
Type of Site(s):	**Private**		
Site Address(es):	**18827 Roscoe Blvd., Northridge, CA 91324**		
Board District(s):	**3**	Region(s):	**North**
Grade Levels Served:	**9-12**	Current Enrollment:	**291**
Grade Levels Authorized in Current Charter:	**9-12**	Approved Enrollment in Current Charter:	**400**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval for a five (5)-year term (2026-2031)**		
PROPOSED BENCHMARKS:	**None**		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Valley International Preparatory High ("VIP" or "Charter School"), located in Board District 3 and Region North, for a term of five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 400 students in grades 9-12 in each year of the charter term.

II. RENEWAL REQUIREMENTS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
  These criteria have been determined not to be bases for denial.

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)
  These criteria have been determined not to be bases for denial.

Charter Petition Requirement:

In accordance with Education Code section 47611.5, a charter school charter shall contain a declaration regarding whether or not the charter school shall be deemed the exclusive public school employer of the employees at the charter school for the purposes of Section 3540.1 of the Government Code, and that declaration shall not be materially inconsistent with the charter.

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?
  This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	Valley International Preparatory High
Initial Authorization:	On December 5, 2017, Valley International Preparatory High was authorized by the LAUSD Board of Education to serve 400 students in grades 9-12.
Most Recent Renewal	This is the charter school's first consideration for renewal. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Valley International Preparatory High expires June 30, 2026.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Valley International Preparatory High submitted its renewal petition application on August 21, 2025. The 90-day statutory timeline for Board action on the petition runs through November 19, 2025.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Valley International Preparatory High implements the LAUSD Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Valley International Preparatory High participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Valley International Preparatory High is operated by Parents in Partnership, a California nonprofit public benefit corporation that does not operate any other LAUSD-authorized charter school.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Valley International Preparatory High has been identified by the state as a Middle performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard, and whether there was clear and convincing

verified data evidence showing the school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School's Dashboard performance was higher than the state in ELA, Math, and on the College/Career Indicator (CCI). The English Language Progress Indicator (ELPI) data was not reportable due to the low number of English Learners. The charter school provided three years of verified data, demonstrating one year's progress for All Students and a majority of numerically significant student groups in Reading and Math. However, there were participation rate concerns. The charter school submitted postsecondary data for college enrollment, but not for college persistence and completion.

Please see Valley International Preparatory High data sets and Verified Data Reports.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels are reported based on the 2021-2022 school year data using one of five Status Levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status Levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Below, the 2023 and 2024 Dashboard Performance Levels (colors) based on two years' data are provided.

Valley International Preparatory High Dashboard Indicators

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	Very High	Medium	Not Applicable	Not Applicable	Not Applicable	Very High	Low
2022-2023	Green	Green	Not Applicable	High	Not Applicable	Yellow	Blue
2023-2024	Green	Yellow	Not Applicable	Green	Not Applicable	Orange	Yellow

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

c. English Language Arts Indicator

In 2022, 2023, and 2024 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was higher than the state for All Students and higher than the state for the one numerically significant student group.

Valley International Preparatory High - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Very High**	**87.8**	**Low**	**-12.2**	**Higher**
White	Met	Very High	126.6	High	21.9	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Valley International Preparatory High - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Green**	**72.6**	**-15.1**	**Orange**	**-13.6**	**Higher**
White	Met	Green	74.1	-52.5	Green	20.8	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Valley International Preparatory High - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Green**	**71.1**	**-1.5**	**Orange**	**-13.2**	**Higher**
White	Met	Blue	89.1	15.0	Green	19.2	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 for the one numerically significant student group. In 2023 and 2024 in Math, the charter school's DFS was higher than the state for All Students, and higher than the state for the one numerically significant student group.

Valley International Preparatory High - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Medium**	**-57.8**	**Low**	**-51.7**	**Lower**
White	Met	Medium	-24.0	Medium	-13.4	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Valley International Preparatory High - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Green**	**-20.5**	**37.3**	**Orange**	**-49.1**	**Higher**
White	Met	Green	-11.0	13.0	Yellow	-11.1	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Valley International Preparatory High - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**-25.5**	**-5.0**	**Orange**	**-47.6**	**Higher**
White	Met	Green	-6.2	4.8	Yellow	-10.3	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

e. English Learner Progress Indicator

ELPI data was not reportable due to the low number of English Learners.

f. College/Career Indicator

The College/Career Indicator was not reported on the 2022 Dashboard. In 2023 and 2024, the charter school's percentage of students prepared was higher than the state for All Students, and both numerically significant student groups.

Valley International Preparatory High - College/Career Indicator - 2022-2023

Student Group	Charter Level	Charter Prepared	State Level	State Prepared	Charter to State Comparison
All Students	**High**	**63.1%**	**Medium**	**43.9%**	**Higher**
White	Very High	73.2%	Medium	53.2%	Higher
Socioeconomically Disadvantaged	Medium	43.3%	Medium	35.4%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Valley International Preparatory High - College/Career Indicator - 2023-2024

Student Group	Charter Level	Charter Prepared	Charter Change	State Level	State Prepared	Charter to State Comparison
All Students	**Green**	**62.8%**	**-0.3**	**Yellow**	**45.3%**	**Higher**
White	Yellow	63.3%	-9.9	Yellow	54.3%	Higher
Socioeconomically Disadvantaged	Green	51.6%	8.3	Yellow	37.4%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

g. Chronic Absenteeism Indicator
Not applicable

h. Graduation Indicator [HS only]
In 2022, the charter school's percentage of graduated students was higher than the state for All Students and higher than the state for the one numerically significant student group. In 2023 and 2024, the charter school's percentage of graduated students was higher than the state for All Students and higher for one of two numerically significant student groups. Valley International Preparatory High students must meet A-G requirements with a grade of "C" or better.

i. Suspension Rate Indicator
In 2022, 2023, and 2024, the charter school's percentage of students suspended at least once was lower than the state for All Students, and lower than the state for all numerically significant student groups.

j. Dashboard Local Indicators
Staff also considered the Local Indicators (e.g., Basic: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; Access to a Broad Course of Study) which have all been reported as "Met" in 2023 and "Not Met" in 2024.

k. Additional Information
Not applicable

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

In accordance with Education Code section 47604.32, the District's Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following four categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based

oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for Valley International Preparatory High outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2023-2024	*Accomplished*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	*Accomplished*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Accomplished*
Concerns	No unresolved issues pending.

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	*Accomplished*
2024-2025	*Developing*
Concerns	The rating of *Developing* in 2024-2025 was primarily due to the consolidated negative financial condition reported in the charter operator's 2023-2024 independent audit report. See further details in the Fiscal Management and Performance section below

VI. VERIFIED DATA

Charter schools satisfying the Middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school's achieved measurable increases in academic achievement, or strong postsecondary outcomes for the timeframe specified in law. (Ed. Code, § 47607.2(b)(3).)

Charter School provided data from "MAP Growth by NWEA, Grades K-12" (NWEA) *Student Growth Summary Report* in Reading and Math. NWEA is an adopted academic progress indicator approved by the State Board of Education (SBE) to be on the verified data list. Per NWEA, this assessment only reports data disaggregated by grade levels.

Per Education Code section 47607.2 (c)(2), the State Board of Education established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. The *Student Growth Summary Report* provided by Charter School in Reading does not provide a participation rate

on the report, however it does include the total number of "growth events[1]" on the reports. In 2024-2025 Charter School had a norm enrollment of 258 students and the NWEA Reading report indicates that the school had 236 growth events and the NWEA Math report had 238 growth events. Thus, the 2024-2025 assessment data does not appear to include at least 95% of eligible students.

Per the California SBE's May 2023 Agenda Item #02, publisher guidance states, "A CGI range of -0.2 to 0.2 (or greater) could be used as an approximation of one year's growth (or more) in a subject, as the overall average growth of students would be generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure."

ELA Reading

Charter School provided data for 2022-2023, 2023-2024, and 2024-2025 (Fall to Spring administration) for Grade 9, Grade 10, Grade 11, and Grade 12, and for the following student groups[2]: Socioeconomically Disadvantaged, Latino, and White.

The 2024-2025 disaggregated data outcomes are represented in the table below showing overall Grades 9-12, and Grade 9 (Socioeconomically Disadvantaged, Latino, and White), Grade 10 (Socioeconomically Disadvantaged, Latino, and White), Grade 11 (Socioeconomically Disadvantaged, Latino, and White), and Grade 12 (Socioeconomically Disadvantaged and White) student groups, met one year's progress.

MAP Growth Reading 2024-2025				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Reading: Conditional Growth Index (CGI)**	**One Year's Progress**
Grade 9	**52**	**-0.2 to 0.2**	**0.72**	Met
Socioeconomically Disadvantaged	**17**	**-0.2 to 0.2**	**0.56**	Met
Latino	**15**	**-0.2 to 0.2**	**0.45**	Met
White	**31**	**-0.2 to 0.2**	**0.95**	Met
Grade 10	**65**	**-0.2 to 0.2**	**0.76**	Met
Socioeconomically Disadvantaged	**23**	**-0.2 to 0.2**	**0.84**	Met
Latino	**25**	**-0.2 to 0.2**	**0.84**	Met
White	**30**	**-0.2 to 0.2**	**0.70**	Met
Grade 11	**52**	**-0.2 to 0.2**	**0.96**	Met
Socioeconomically Disadvantaged	**15**	**-0.2 to 0.2**	**0.73**	Met
Latino	**19**	**-0.2 to 0.2**	**0.86**	Met
White	**25**	**-0.2 to 0.2**	**0.98**	Met

[1] Total Number of Growth Events: The number of students with valid growth-based test events for both terms.

[2] Student group names that appear on the report may be different than names on the CA Dashboard (e.g., "Students with Disabilities will be labeled as "Special Education" on the NWEA report).

MAP Growth Reading 2024-2025				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Reading: Conditional Growth Index (CGI)**	**One Year's Progress**
Grade 12	**67**	**-0.2 to 0.2**	**0.74**	Met
Socioeconomically Disadvantaged	**21**	**-0.2 to 0.2**	**0.44**	Met
Latino	*****	**-0.2 to 0.2**	*****	*
White	**43**	**-0.2 to 0.2**	**0.90**	Met

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Charter School also submitted verified data using NWEA for the 2022-2023 and 2023-2024 school years. Based on NWEA's CGI range of -0.2 to 0.2, Charter School met the one year's progress for all grade levels and for all three of the school's student groups.

MATH

Charter School provided data for Math from "MAP Growth by NWEA, Grades K-12" (NWEA) *Student Growth Summary Report* for 2022-2023, 2023-2024, and 2024-2025 (Fall to Spring administration) for Grade 9, Grade 10, Grade 11, and Grade 12, and for the following student groups[3]: Socioeconomically Disadvantaged, Latino, Students with Disabilities, and White.

The 2024-2025 disaggregated data outcomes are represented in the table below showing overall Grades 9-12 and Grade 9 (Socioeconomically Disadvantaged, Latino, and White), Grade 10 (Socioeconomically Disadvantaged, Latino, and White), Grade 11 (Students with Disabilities, Socioeconomically Disadvantaged, Latino, and White), and Grade 12 (Socioeconomically Disadvantaged and White) student groups, met one year's progress.

MAP Growth Math 2024-2025				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Math: Conditional Growth Index (CGI)**	**One Year's Progress**
Grade 9	**55**	**-0.2 to 0.2**	**0.35**	Met
Socioeconomically Disadvantaged	**19**	**-0.2 to 0.2**	**0.25**	Met
Students with Disabilities	*****	**-0.2 to 0.2**	*****	*
Latino	**16**	**-0.2 to 0.2**	**0.30**	Met
White	**33**	**-0.2 to 0.2**	**0.44**	Met
Grade 10	**62**	**-0.2 to 0.2**	**0.20**	Met
Socioeconomically Disadvantaged	**22**	**-0.2 to 0.2**	**-0.19**	Met
Students with Disabilities	*****	**-0.2 to 0.2**	*****	*
Latino	**25**	**-0.2 to 0.2**	**0.11**	Met
White	**29**	**-0.2 to 0.2**	**0.18**	Met

[3] Student group names that appear on the report may be different than names on the CA Dashboard (e.g., "Students with Disabilities will be labeled as "Special Education" on the NWEA report).

MAP Growth Math 2024-2025				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Math: Conditional Growth Index (CGI)**	**One Year's Progress**
Grade 11	**54**	**-0.2 to 0.2**	**0.45**	Met
Socioeconomically Disadvantaged	**17**	**-0.2 to 0.2**	**0.47**	Met
Students with Disabilities	**11**	**-0.2 to 0.2**	**0.02**	Met
Latino	**19**	**-0.2 to 0.2**	**0.32**	Met
White	**25**	**-0.2 to 0.2**	**0.49**	Met
Grade 12	**67**	**-0.2 to 0.2**	**0.13**	Met
Socioeconomically Disadvantaged	**21**	**-0.2 to 0.2**	**-0.02**	Met
Students with Disabilities	*****	**-0.2 to 0.2**	*****	*
Latino	*****	**-0.2 to 0.2**	*****	*
White	**43**	**-0.2 to 0.2**	**0.08**	Met

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Charter School also submitted verified data using NWEA for the 2022-2023 and 2023-2024 school year. Based on NWEA's CGI range of -0.2 to 0.2, Charter School met the one year's progress for all grade levels and for all four of the school's student groups.

Based on the review and consideration of verified data, Valley International Preparatory High included three years of data, including Grades 9-12 and student group reports in Reading and Math. Valley International Preparatory High appears to have not met the 95 percent participation rate based on norm enrollment compared to growth events.

POSTSECONDARY OUTCOMES

Pursuant to Education Code section 47607.2(c)(2), the State Board of Education (SBE) established criteria to define verified data and identified an approved list of valid and reliable assessments and measures of postsecondary outcomes, for the timeframe specified in law. Education Code section 47607.2(b)(3)(B) specifies that strong postsecondary outcomes are defined by, "college enrollment, persistence, and completion rates equal to similar peers." To determine whether a charter school has demonstrated strong postsecondary outcomes, multiple data sources may need to be considered to assess college enrollment, persistence, and completion, as well as to identify similar peers.

Charter School provided the DataQuest College Going Rate for California High School Students by Postsecondary Institution Type Report ("DataQuest College-Going Rate") for the three most recent years 2018-2019, 2019-2020, and 2020-2021. California Department of Education DataQuest College-Going Rate is an adopted Postsecondary Indicator approved by the SBE to be on the verified data list and includes measures of college enrollment.

Enrollment

For Charter School's class of 2019, 80.6% of high school completers enrolled in college, which is higher than the enrollment rate of 56.4% for LAUSD, and higher than the enrollment rate of 64.9% for the state of California.

For Charter School's class of 2020, 81.5% of high school completers enrolled in college, which is higher than the enrollment rate of 55.5% for LAUSD, and higher than the enrollment rate of 62.7% for the state of California.

For Charter School's class of 2021, 66.7% of high school completers enrolled in college, which is higher than the enrollment rate of 55.0% for LAUSD, and higher than the enrollment rate of 62.2% for the state of California.

DataQuest College Going Rate	2018-2019	2019-2020	2020-2021
VIP – All Students	**80.6%**	**81.5%**	**66.7%**
Los Angeles Unified	56.4%	55.5%	55.0%
California	64.9%	62.7%	62.2%

Persistence
The California Department of Education DataQuest College-Going Rate does not include student persistence metrics.

Completion
The California Department of Education DataQuest College-Going Rate does not include metrics on student completion.

Therefore, as described above, Charter School demonstrated stronger enrollment in a postsecondary institution of higher education within 12 or 16 months of completing high school in all three years compared to LAUSD and the state of California, as reported by the DataQuest College Going Rate for 2018-2019, 2019-2020, and 2020-2021. However, postsecondary data was not provided related to college persistence and completion.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Valley International Preparatory High and its wholly owned subsidiary's consolidated fiscal condition is negative.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Unaudited Actuals)
Net Assets	$619,684	$550,945	$731,850	($598,920)[2]	($839,546)
Net Income/Loss	$624,392	($68,739)[1]	$180,905	($260,806)[2]	($240,626)[3]
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	($1,069,964)[2]	$0
Norm Enrollment [A]	231	258	272	275	258

[1] VIP explained that the reported net loss of ($68,739) for 2021-2022 was primarily due to: a) an unbudgeted $57,000 Special Education legal settlement executed on September 21, 2022, but recognized in 2021-2022 instead of 2022-2023; b) lower-than-expected student enrollment; and c) adjustments to Elementary and Secondary School Emergency Relief (ESSER) II and ESSER III fund allocations based on the school's proportional share of Title I, Part A funds.

[2] The significant fluctuation in VIP's net assets—from a positive balance of $731,850 in Fiscal Year 2022–2023 to a negative balance of $598,920 in Fiscal Year 2023–2024—is primarily due to the auditor's adjustment in the 2023-2024 audit to include the financial results of an affiliated limited liability company, VIP-PIP LLC (LLC).[4] **As shown in the financial table above, the $1,069,964 adjustment reflects the LLC's negative net assets, which stem from about one million ($1M) in non-cash expenses (such as depreciation and loan amortization) recorded from 2021-2022 through 2022-2023. The net loss of ($260,806) reported for Fiscal Year 2023-2024 also includes more than $350K in non-cash expenses (such as depreciation and loan amortization).** ***These non-cash expenses are not actual cash losses and do not impact Charter School's ability to meet its financial obligations*****.**

The table above presents the financials including the LLC, while the table below shows the operations of Charter School alone. VIP remains financially stable, with increasing student enrollment, and sufficient reserves to support ongoing operation. The facility held through the LLC continues to provide long-term value and supports Charter School's education mission. According to the charter operator, both LLC (the borrower) and Charter School are compliant under their leases and loan agreements.

[4] As the sole member of this LLC, Charter School has both control and an economic interest requiring consolidation in accordance with Generally Accepted Accounting Principles (GAAP). The LLC was formed in March 2022 to hold title to and finance facilities to be rented to Charter School. VIP's quarterly rent payments cover the bond principal and interest payments. The amounts are intercepted from Charter School's state funding and remitted directly to a third-party trustee according to the charter operator's audit.

FINANCIAL HIGHLIGHTS					
Valley International Preparatory High (*Excluding LLC's Financial Results*)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Unaudited Actuals)
Net Assets	$619,684	$550,945	$731,850	$817,735	$577,109
Net Income / (Loss)	$624,392	($68,739)[1]	$180,905	$85,885	($240,626)[3]
Transfers In / Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Cash and Cash Equivalents	$311,626	$554,226	$768,630	$570,074	$393,815
Unrestricted Net Assets	$369,684	$544,221	$725,126	$811,011	$577,109
Norm Enrollment [A]	231	258	272	275	258
FINANCIAL RATIO ANALYSIS					
Fund Reserve (Reserve for Economic Uncertainty) (Unrestricted Net Assets/Total Expenditures) *3% - 5% and greater is recommended (depending on the school's ADA)*	12.97%	15.01%	19.07%	18.18%	12.79%
Cash Reserve Level (Cash Balance/Total Expenditures) *5% and greater is recommended*	10.93%	15.28%	20.21%	12.78%	8.73%
Current Ratio (Working Capital Ratio) (Current Assets/Current Liabilities) *At least 1.2 or 120% is recommended*	217.52%	213.80%	256.29%	449.21%	267.49%
Debt Ratio (Total Liabilities/Total Assets) *Lower than 1.0 or 100% is recommended*	52.21%	50.31%	38.33%	20.81%	34.38%

[3] VIP explained that the net loss of ($240,626) projected in its 2024-2025 Unaudited Actuals was primarily due to lower-than-expected enrollment. See [A] below for current enrollment data.

[A] VIP reported 291 Norm Enrollment for 2025-2026, which represents an increase of 60 students or 26% since Fiscal Year 2020-2021. VIP stated that it plans to continue increasing enrollment through

various means, for example, by increasing community engagement. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

b. 2023-2024 Independent Audit Report
Audit Opinion: Unmodified/Unqualified
Material Weaknesses: None Reported
Deficiencies/Findings: None Reported
Lack of a Going Concern: None Reported

c. Other Significant Fiscal Information
Not applicable

Valley International Preparatory High

Board District: 3 | Region: North | Location Code: 7531

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
	Dashboard 2022						Dashboard 2023							Dashboard 2024						
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	100%	57	87.8	Very High	-12.2	Higher	97%	70	72.6	-15.1	Declined Significantly	Green	-13.6	Higher	99%	74	71.1	-1.5	Maintained	Green	-13.2	Higher
Latino	100%	13	-14.7	Low	-38.6	--	100%	17	51.9	66.6	Increased Significantly	--	-40.2	--	96%	22	35.2	-16.8	Declined Significantly	--	-39.3	--
Socioeconomically Disadvantaged	100%	16	47.0	High	-41.4	--	94%	17	-0.4	-47.4	Declined Significantly	--	-42.6	--	96%	22	46.3	46.7	Increased Significantly	--	-40.9	--
Students with Disabilities	100%	12	-23.9	Low	-97.3	--	83%	12	-91.3	-67.4	Declined Significantly	--	-96.3	--	100%	12	9.0	100.3	Increased Significantly	--	-95.6	--
White	100%	35	126.6	Very High	21.9	Higher	98%	46	74.1	-52.5	Declined Significantly	Green	20.8	Higher	100%	41	89.1	15.0	Increased Significantly	Blue	19.2	Higher

Data Sources: California School Dashboard Research data files.

Valley International Preparatory High

Board District: 3 | Region: North | Location Code: 7531

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
	Dashboard 2022						Dashboard 2023								Dashboard 2024							
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	98%	56	-57.8	Medium	-51.7	Lower	97%	70	-20.5	37.3	Increased Significantly	Green	-49.1	Higher	96%	70	-25.5	-5.0	Declined	Yellow	-47.6	Higher
Latino	93%	13	-187.2	Very Low	-83.4	--	100%	17	-42.5	152.5	Increased Significantly	--	-80.8	--	95%	21	-57.7	-15.2	Declined Significantly	--	-79.2	--
Socioeconomically Disadvantaged	100%	16	-79.1	Low	-84.0	--	95%	16	-91.8	-12.8	Declined	--	-80.8	--	95%	20	-0.8	91.1	Increased Significantly	--	-78.2	--
Students with Disabilities	92%	12	-176.3	Very Low	-130.8	--	83%	12	-170.0	14.8	Increased	--	-127.3	--	92%	12	-138.7	31.3	Increased Significantly	--	-124.3	--
White	100%	35	-24.0	Medium	-13.4	Lower	98%	46	-11.0	13.0	Increased	Green	-11.1	Higher	95%	38	-6.2	4.8	Increased	Green	-10.3	Higher

Data Sources: California School Dashboard Research data files.

Valley International Preparatory High

Board District: 3 | Region: North | Location Code: 7531

CA School Dashboard: English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school for all student groups in grades 1-12. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2022	EL	--	--	--	--	47.5%	2.8%	31.4%	18.3%
2023	EL	--	--	--	--	45.7%	2.3%	32.2%	18.3%
2024	EL	--	--	--	--	43.2%	1.9%	34.4%	19.1%
2024	LTEL	--	--	--	--	41.6%	3.4%	28.5%	24.7%

Districts and schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard). For each district and school that does not meet the 95 percent target, the minimum number of students needed to reach a participation rate of at least 95 percent is determined. The resulting number of students will be counted as not making progress in the current ELPI Status calculation.

Summative ELPAC Participation Rate Report									
		School				State of California			
End Year	Student Group	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%
2022	EL	8	8	100%	Y	1,052,513	1,088,734	96.7%	Y
2023	EL	8	8	100%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	--	--	--	--	193,182	202,530	95.4%	Y
2024	EL	5	5	100%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	--	--	--	--	182,603	190,459	95.9%	Y

Valley International Preparatory High

Board District: 3 | Region: North | Location Code: 7531

CA School Dashboard: Academic Performance - College / Career

This report shows the percentage of current graduates who meet specific College/Career Indicator (CCI) "prepared" criteria for all student groups in grades 9-12. For the 2023 Dashboard, the CCI will report the most current year data or "status only". Therefore the CCI will have performance displayed using one of five Status levels that range between Very Low (lowest performance), Low, Medium, High, and Very High (highest performance). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

College / Career Academic Indicator (CCI) - CA School Dashboard Indicator												
	Dashboard 2023					Dashboard 2024						
Student Group	Students	CCI	Status Level	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State
All Students	65	63.1%	High	43.9%	Higher	78	62.8%	-0.3	Maintained	Green	45.3%	Higher
Latino	15	20.0%	Low	35.5%	--	20	55.0%	35.0	Increased	--	37.4%	--
Socioeconomically Disadvantaged	30	43.3%	Medium	35.4%	Higher	31	51.6%	8.3	Increased	Green	37.4%	Higher
Students with Disabilities	14	28.6%	Low	12.3%	--	12	25.0%	-3.6	Declined	--	13.5%	--
White	41	73.2%	Very High	53.2%	Higher	49	63.3%	-9.9	Declined	Yellow	54.3%	Higher

Data Sources: California School Dashboard Research data files.

Valley International Preparatory High

Board District: 3 | Region: North | Location Code: 7531

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																			
	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	Students	Suspension Rate	Status Level	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State
All Students	296	1.4%	Low	3.1%	Lower	293	0.0%	-1.4	Declined	Blue	3.5%	Lower	300	1.0%	1.0	Increased	Yellow	3.2%	Lower
Asian	7	*	*	0.9%	*	11	0.0%	--	--	--	1.1%	--	8	*	*	*	*	1.0%	*
Latino	78	2.6%	Medium	3.3%	Lower	85	0.0%	-2.6	Declined	Blue	3.8%	Lower	106	2.8%	2.8	Increased	Orange	3.4%	Lower
Socioeconomically Disadvantaged	75	0.0%	Very Low	4.0%	Lower	85	0.0%	0.0	Maintained	Blue	4.5%	Lower	107	0.9%	0.9	Increased	Yellow	4.0%	Lower
Students with Disabilities	44	0.0%	Very Low	5.4%	Lower	54	0.0%	0.0	Maintained	Blue	5.9%	Lower	48	0.0%	0.0	Maintained	Blue	5.4%	Lower
Two or More	26	0.0%	Very Low	2.9%	--	23	0.0%	0.0	Maintained	--	3.3%	--	28	0.0%	0.0	Maintained	--	3.0%	--
White	177	1.1%	Low	2.6%	Lower	166	0.0%	-1.1	Declined	Blue	2.9%	Lower	147	0.0%	0.0	Maintained	Blue	2.6%	Lower

Data Sources: California School Dashboard Research data files.

Valley International Preparatory High

Board District: 3 | Region: North | Location Code: 7531

CA School Dashboard: Graduation Rate Indicator

This report shows the combined four- and five-year graduation rate for comprehensive (or traditional) high schools and Dashboard Alternative School Status (DASS) schools for all student groups in grades 9-12. This rate is based on the number of high school students who graduate with a regular high school diploma in either four or five years. The 2024 Graduation Rate Indicator includes students from the most recent graduation cohort (Class of 2024) as well as students from the prior cohort (Class of 2023) who graduated in their fifth year of high school in 2022-24. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Graduation Rate Indicator - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	Graduation Rate	Status Level	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State
All Students	70	95.7%	Very High	87.4%	Higher	65	92.3%	-3.4	Declined	Yellow	86.4%	Higher	78	88.5%	-3.8	Declined	Orange	86.7%	Higher
Latino	12	100.0%	Very High	85.3%	--	15	80.0%	-20.0	Declined Significantly	--	84.2%	--	20	80.0%	0.0	Maintained	--	85.3%	--
Socioeconomically Disadvantaged	22	90.9%	High	85.1%	--	30	83.3%	-7.6	Declined Significantly	--	83.7%	Lower	31	83.9%	0.5	Maintained	Yellow	84.4%	Lower
Students with Disabilities	6	*	*	75.2%	*	14	85.7%	--	--	--	72.7%	--	12	50.0%	-35.7	Declined Significantly	--	74.4%	--
White	47	95.7%	Very High	90.8%	Higher	41	95.1%	-0.6	Maintained	Blue	89.8%	Higher	49	89.8%	-5.3	Declined Significantly	Orange	89.2%	Higher

Data Sources: California School Dashboard Research data files.

Valley International Preparatory High

Board District: 3 | Region: North | Location Code: 7531

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group						
	2023-2024			2024-2025		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	276	529,902	5,837,690	259	516,685	5,806,221
F/R Meal	30.8%	80.6%	61.6%	31.7%	81.9%	62.7%
GATE	22.5%	11.6%	N/A	20.8%	13.0%	N/A
English Learner	1.8%	20.1%	18.4%	2.3%	18.6%	17.4%
Foster Youth	0.0%	0.6%	0.5%	0.4%	0.5%	0.5%
Homeless Youth	0.0%	2.1%	3.6%	0.0%	2.7%	4.0%
Socioeconomically Disadvantaged	32.2%	81.3%	62.7%	32.0%	82.4%	63.6%
Students w/ Disabilities	14.5%	14.8%	13.7%	13.5%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	2.9%	7.3%	4.9%	4.2%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	2.5%	3.4%	9.9%	3.1%	3.3%	10.1%
Filipino	0.4%	1.7%	2.2%	0.4%	1.6%	2.2%
Latino	34.8%	73.8%	56.1%	33.6%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	50.0%	9.8%	20.3%	49.4%	9.7%	20.0%
Two or More Races	8.0%	2.0%	4.6%	9.3%	2.1%	4.8%
Not Reported	1.4%	1.8%	1.1%	0.0%	2.2%	1.2%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp

Valley International Preparatory High

Board District: 3 | Region: North | Location Code: 7531

Long-Term English Learners (LTEL) and “At-Risk”

Note: The “EL Total” column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the “English Learners” heading. The “Total (Ever-EL)” column displays the summed total of the data in the “RFEP” column plus the data in the four columns under the “English Learners” heading OR the data in the “EL Total” column, but not both. The percent values displayed in this report are calculated as a percent of the “Total (Ever-EL)” which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	4	10.5%	17,921	7.3%	226,508	11.1%	1	2%	15,302	6.5%	211,186	10.6%	4	8.2%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	0	0.0%	17,295	7.1%	144,189	7.1%	0	0%	15,717	6.7%	136,188	6.8%	0	0.0%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	5	13.2%	60,457	24.7%	505,486	24.8%	1	2%	60,574	25.7%	519,651	26.0%	1	2.0%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	0	0.0%	18,850	7.7%	236,319	11.6%	3	6%	14,725	6.2%	207,768	10.4%	1	2.0%	13,775	6.2%	178,306	9.3%
EL Total	9	23.7%	114,523	46.8%	1,112,502	54.5%	5	10%	106,318	45.0%	1,074,793	53.8%	6	12.2%	95,959	43.3%	1,009,030	52.6%
RFEP	29	76.3%	130,377	53.2%	927,694	45.5%	45	90%	129,789	55.0%	924,422	46.2%	43	87.8%	125,465	56.7%	909,298	47.4%
Total Ever EL	38	100.0%	244,900	100.0%	2,040,196	100.0%	50	100%	236,107	100.0%	1,999,215	100.0%	49	100.0%	221,424	100.0%	1,918,328	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesltel.asp

Valley International Preparatory High

Board District: 3 | Region: North | Location Code: 7531

Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by Local Education Agencies (LEAs). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. High Incidence is defined as students in the Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment categories. Low Incidence Students are defined as those in the Autism, Deafness, Emotional Disturbance, Hard of Hearing, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, and Visual Impairment categories.

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	276			529,902			259			516,685		
Students with Disabilities	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	40	100%	14.5%	78,319	100%	14.8%	35	100%	13.5%	80,505	100%	15.6%
High Incidence	26	65%	9.4%	52,153	66.6%	9.8%	27	77.1%	10.4%	52,412	65.1%	10.1%
Low Incidence	14	35%	5.1%	26,162	33.4%	4.9%	8	22.9%	3.1%	28,084	34.9%	5.4%
Autism	11	27.5%	4%	18,713	23.9%	3.5%	7	20%	2.7%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Emotional Disturbance	2	5%	0.7%	1,148	1.5%	0.2%	1	2.9%	0.4%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	0	0%	0%	971	1.2%	0.2%	0	0%	0%	931	1.2%	0.2%
Intellectual Disability	1	2.5%	0.4%	3,393	4.3%	0.6%	0	0%	0%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	13	32.5%	4.7%	10,930	14%	2.1%	12	34.3%	4.6%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0%	0%	533	0.7%	0.1%	0	0%	0%	434	0.5%	0.1%
Specific Learning Disability	13	32.5%	4.7%	29,615	37.8%	5.6%	15	42.9%	5.8%	29,368	36.5%	5.7%
Speech or Language Impairment	0	0%	0%	11,608	14.8%	2.2%	0	0%	0%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	0	0%	0%	185	0.2%	0%	0	0%	0%	175	0.2%	0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

ATTACHMENT C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
VALLEY INTERNATIONAL PREPARATORY HIGH
BOARD OF EDUCATION REPORT 144–25/26

November 17, 2025

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve 320 students in grades 9-12 in year one, and up to 400 students by the end of the charter term.

II. Summary Description of Current District Practice:
Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:
The approval of this charter petition would renew the charter of Valley International Preparatory High for five (5) years beginning July 1, 2026, until June 30, 2031.

IV. Effects of This Proposal:
The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:
If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

LUIS E. AGUILAR
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

TAB 17

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-145-25/26, **Version:** 1 **Agenda Date:** 11/17/2025
In Control: Charter Schools Division

Approval of the Renewal Petition for Valor Academy High [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Valor Academy High) Recommends approval of the renewal petition for Valor Academy High, a Start-Up Independent charter school, located in Board District 6 and Region North, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 480 students in grades 9-12 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Valor Academy High ("Charter School"), a Start-Up Independent charter school, located in Board District 6 and Region North, for five (5) years, beginning July 1, 2026 until June 30, 2031, to serve up to 480 students in grades 9-12 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
Valor Academy High is a 9-12 high school currently serving 507 students on a private facility at 9356 Lemona Avenue, North Hills, CA, 91343 in Board District 6 and Region North. Valor Academy High was originally approved by the LAUSD Board of Education on March 19, 2013. On December 5, 2017, the charter school was renewed for a five-year term to serve 480 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Valor Academy High expires June 30, 2026.

On August 21, 2025, Valor Academy High submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through November 19, 2025.

An initial Public Hearing was held on October 14, 2025.

Based on a comprehensive review and assessment of Charter School's renewal petition application and its record of performance, staff has determined that Charter School has met the requirements for renewal and therefore recommends approval of the renewal petition.

Due Diligence:
Current Valor Academy High governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A confidential due diligence review of the charter school and its governing organization, school leader and financial manager, was performed by the Office of the Inspector General, and to the extent any material concerns were identified by the Office of the

Inspector General, such information was forwarded to District staff for further assessment.

Statutory Framework and Criteria for Renewal:
A charter school must demonstrate that it is eligible for a renewal of its charter by meeting specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

Criterion 1: The Charter Schools Act provides that renewals are governed by the standards and criteria described in Education Code section 47605 applicable to initial petitions. The first criterion considered in reviewing a renewal petition requires an analysis of the following:

- Whether the petition includes a sound educational program;
- Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
- Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
- Whether the charter school is demonstrably unlikely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions. (The Board may not consider the community impact analysis or District fiscal analysis in determining whether to grant or deny a renewal petition).

Criterion 2: The Board is required to consider the charter school's performance on the California School Dashboard accountability indicators. Education Code sections 47607 and 47607.2 prescribe three-tiers of performance classification in which a charter school falls within one of the following categories - "high," "middle," or "low." The three-tier classification considers a charter school's performance on the California School Dashboard accountability indicators, with an emphasis on the measurements of academic performance.

Criterion 3: Notwithstanding Criterion 1 and 2, the Board must also consider whether the charter school's enrollment or dismissal practices are discriminatory as grounds for nonrenewal. (Ed. Code, § 47607(e).) Additionally, the Board considers whether the charter school has substantial fiscal or governance factors as grounds for nonrenewal. (Ed. Code, § 47607(e).)

Expected Outcomes:
Charter School is expected to operate its school in a manner consistent with Board action, policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms and conditions set forth in Charter School's petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the charter petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal charter petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2026.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal charter petition, Charter School would not be authorized to continue operations as a charter school. The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on

appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 145-25/26, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of Charter School renewal petition.

Policy Implications:
All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact:
State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:
As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

Issues and Analysis:
If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Valor Academy High Data Set
Attachment C - Desegregation Impact Statement

Budget, Petition and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/16a9gD_qg8Yh5szDhkjI-_T8c3NnpkT2-?usp=sharing>

Submitted:
10/23/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Office of the Chief Strategy Officer

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

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ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT

RENEWAL PETITION

Board of Education Report 145-25/26
November 17, 2025

School Name:	**Valor Academy High**		BOARD IS REQUIRED TO TAKE ACTION BY: **November 19, 2025**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Bright Star Schools**		
Location Code:	**7626**		
Type of Site(s):	**Private**		
Site Address(es):	**9356 Lemona Avenue, North Hills, CA 91343**		
Board District(s):	**6**	Region(s):	**North**
Grade Levels Served:	**9-12**	Current Enrollment:	**507**
Grade Levels Authorized in Current Charter:	**9-12**	Approved Enrollment in Current Charter:	**480**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval for a five (5)-year term (2026-2031)**		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Valor Academy High ("Charter School"), located in Board District 6 and Region North, for a term of five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 480 students in grades 9-12 in each year of the charter term.

II. RENEWAL REQUIREMENTS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
  These criteria have been determined not to be bases for denial.

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)
  These criteria have been determined not to be bases for denial.

Charter Petition Requirement:

In accordance with Education Code section 47611.5, a charter school charter shall contain a declaration regarding whether or not the charter school shall be deemed the exclusive public school employer of the employees at the charter school for the purposes of Section 3540.1 of the Government Code, and that declaration shall not be materially inconsistent with the charter.

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?
  This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	Valor Academy High
Initial Authorization:	On March 19, 2013, Valor Academy High (formerly named Valor Academy Charter High School) was authorized by the LAUSD Board of Education to serve 480 students in grades 9-12.
Most Recent Renewal	The charter was renewed on December 5, 2017 for a five-year term (July 1, 2018 - June 30, 2023) to serve up to 480 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Valor Academy High expires June 30, 2026.
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on December 8, 2020, to amend Bright Star Schools governance structure and the admission requirements, preferences, and procedures for all nine Bright Star Schools.
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Valor Academy High submitted its renewal petition application on August 21, 2025. The 90-day statutory timeline for Board action on the petition runs through November 19, 2025.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Valor Academy High implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Valor Academy High participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Valor Academy High is operated by Bright Star Schools, a California nonprofit public benefit corporation that also operates eight other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Valor Academy High has been identified by the state as a Middle performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the

California School Dashboard, and whether there was clear and convincing verified data evidence showing the school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School's Dashboard performance was higher than the state in both ELA and College/Career Indicator (CCI), but lower on Math and on the English Language Progress Indicator (ELPI). The charter school provided four years of verified data, demonstrating one year's progress for All Students and a majority of numerically significant student groups in ELA and Math. The charter school also provided postsecondary outcome information, which demonstrated mixed results.

Please see the Valor Academy High data sets and Verified Data Reports.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels are reported based on the 2021-2022 school year data using one of five Status Levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status Levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Below, the 2023 and 2024 Dashboard Performance Levels (colors) based on two years' data are provided.

Valor Academy High Dashboard Indicators

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	Low	Very Low	Low	Not Applicable	Not Applicable	Very High	Medium
2022-2023	Green	Yellow	Blue	Medium	Not Applicable	Yellow	Orange
2023-2024	Yellow	Yellow	Red	Green	Not Applicable	Blue	Green

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

c. English Language Arts Indicator

In 2022 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was lower than the state for All Students, and higher than the state for two of three numerically significant student groups. In 2023 and 2024 in ELA, the charter school's DFS was higher than the state for All Students, and higher than the state for all numerically significant student groups.

Valor Academy High - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Low**	**-26.2**	**Low**	**-12.2**	**Lower**
Latino	Met	Low	-33.4	Low	-38.6	Higher
English Learner	Met	Very Low	-126.2	Low	-61.2	Lower
Socioeconomically Disadvantaged	Met	Low	-31.4	Low	-41.4	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Valor Academy High - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Green**	**21.5**	**47.8**	**Orange**	**-13.6**	**Higher**
Latino	Met	Green	21.0	54.4	Orange	-40.2	Higher
Socioeconomically Disadvantaged	Met	Green	19.4	50.8	Orange	-42.6	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Valor Academy High - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**22.3**	**0.7**	**Orange**	**-13.2**	**Higher**
Latino	Met	Yellow	22.7	1.7	Orange	-39.3	Higher
Socioeconomically Disadvantaged	Met	Yellow	21.2	1.8	Orange	-40.9	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

d. Math Indicator

In 2022 in Math, the charter school's DFS was lower than the state for All Students, and lower than the state for three of three numerically significant student groups. In 2023 and 2024 in Math, the charter school's DFS was lower than the state for All Students, and lower than the state for both student groups.

In order to increase student outcomes in Math, charter school leaders report they have increased the number of Algebra 1 sections to lower the student to teacher ratio, implemented a co-teaching model for Math to improve outcomes for Students with Disabilities, emphasized professional development related to the new curriculum, offered Math lab classes and small group instruction pull out sessions for struggling students, using paraprofessionals to assist English Learner students and Students with Disabilities in Math classes, providing translations of lesson materials for English Learner students, and implementing a peer mentorship system for English Learner students.

Valor Academy High - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Very Low**	**-117.8**	**Low**	**-51.7**	**Lower**
Latino	Met	Very Low	-126.3	Low	-83.4	Lower
English Learner	Met	Very Low	-193.2	Low	-92.0	Lower
Socioeconomically Disadvantaged	Met	Very Low	-123.0	Low	-84.0	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Valor Academy High - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**-93.7**	**24.2**	**Orange**	**-49.1**	**Lower**
Latino	Met	Yellow	-95.1	31.1	Orange	-80.8	Lower
Socioeconomically Disadvantaged	Met	Yellow	-97.0	26.1	Yellow	-80.8	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Valor Academy High - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**-83.0**	**10.6**	**Orange**	**-47.6**	**Lower**
Latino	Met	Yellow	-83.3	11.8	Orange	-79.2	Lower
Socioeconomically Disadvantaged	Met	Yellow	-84.5	12.4	Orange	-78.2	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

e. <u>English Learner Progress Indicator</u>

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's English Learner Progress Rate was lower than the state. In 2023 on the ELPI, the charter school's English Learner progress rate was higher than the state. In 2024 on the ELPI, the charter school's English Learner Progress Rate for English Learner and Long-term English Learner student groups was lower than the state's rates.

Valor Academy High - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Low	35.0%	Medium	50.3%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Valor Academy High - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Blue	56.6%	21.6%	Yellow	48.7%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Valor Academy High - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Red	40.0%	-16.6%	Orange	45.7%	Lower
Long-term English Learner	Met	Red	44.0%	-17.4%	Orange	45.8%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

f. College/Career Indicator

The College/Career Indicator was not reported on the 2022 Dashboard. In 2023, the charter school's percentage of students prepared was higher than the state for All Students and for both numerically significant student groups. In 2024, the charter school's percentage of students prepared was higher for All Students and higher than the state for both numerically significant student groups.

Valor Academy High - College/Career Indicator - 2022-2023

Student Group	Charter Level	Charter Prepared	State Level	State Prepared	Charter to State Comparison
All Students	**Medium**	**44.1%**	**Medium**	**43.9%**	**Higher**
Latino	Medium	41.3%	Medium	35.5%	Higher
Socioeconomically Disadvantaged	Medium	41.6%	Medium	35.4%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Valor Academy High - College/Career Indicator - 2023-2024

Student Group	Charter Level	Charter Prepared	Charter Change	State Level	State Prepared	Charter to State Comparison
All Students	**Green**	**52.5%**	**8.5**	**Yellow**	**45.3%**	**Higher**
Latino	Green	53.1%	11.8	Yellow	37.4%	Higher
Socioeconomically Disadvantaged	Green	53.5%	11.9	Yellow	37.4%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

g. Chronic Absenteeism Indicator

Not applicable

h. Graduation Indicator [HS only]

In 2022, 2023, and 2024, the charter school's percentage of graduated students was higher than the state for All Students and for all student groups. Valor Academy High students must meet A-G requirements with a grade of "C" or better.

i. Suspension Rate Indicator

In 2022, the charter school's percentage of students suspended at least once was lower than the state for All Students and for all numerically significant student groups. In 2023, the charter school's percentage of students suspended at least once was higher than the state for All Students but lower than the state for three of four numerically significant student groups. In 2024, the charter school's percentage of students suspended at least once was lower than the state for All Students and for three of five numerically significant student groups and the same as the state for one of five numerically significant student group.

j. Dashboard Local Indicators

Staff also considered the Local Indicators (e.g., Basic: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; Access to a Broad Course of Study) which have all been reported as "Met" in 2023 and 2024.

k. Additional Information
Not applicable

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

In accordance with Education Code section 47604.32, the District's Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following four categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for Valor Academy High outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Accomplished*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Accomplished*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	*Developing*
2024-2025	*Proficient*
Concerns	The rating of *Developing* in 2023-2024 was primarily due to the various significant fiscal management-related issues, including non-adherence to the Bright Star Schools governing board-approved fiscal policies and procedures. Bright Star Schools provided responses and took actions to address these issues. The CSD will continue to monitor these matters through the oversight process.

VI. VERIFIED DATA

Charter schools satisfying the Middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school's achieved measurable increases in academic achievement, or strong postsecondary outcomes for the timeframe specified in law. (Ed. Code, § 47607.2(b)(3).)

ELA

Charter School provided data for Reading from "i-Ready 9-12 by Curriculum Associates" (i-Ready) *California Charter Schools Academic Progress Indicator for Grades 9-12* report for 2021-2022, 2022-2023, 2023-2024 and 2024-2025 for All Students and for the following student groups: Latino, Socioeconomically Disadvantaged, English Learner, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the SBE to be on the verified data list.

Per Education Code section 47607.2 (c)(2), the SBE established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *California Charter Schools Academic Progress Indicator for Grades 9-12* report shows a participation percent, i-Ready's publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *California Charter Schools Academic Progress Indicator for Grades 9-12* report provided by Charter School reported 485 students with a baseline score in Reading and 486 students were enrolled in i-Ready. The *California Charter Schools Academic Progress Indicator for Grades 9-12* report provided by Charter School reported 100% participation rate for All Students in Reading. Thus, based on the information provided by Charter School, the 2024-2025 assessment data appears to include at least 95% of eligible students.

For Reading, the i-Ready *California Charter Schools Academic Progress Indicator for Grades 9-12* report indicated the school rating for ranges of students meeting criteria is Average. Per Curriculum Associates' Using i-Ready Diagnostic as a Verified Data and Academic Progress Indicator for California Charter Schools for Grades 9-12, publisher guidance states, "For the purposes of California's charter requirements, "Average", "Effective", and "Highly Effective" schools can be considered to meet one year's worth of growth." Therefore, based Curriculum Associates' final determination based on Criteria 1[1] and 2[2] Charter School met criteria for All Students in Reading in 2024-2025.

As seen in the table below, Charter School provided the most recent data for four student groups and four student groups demonstrated one year's progress based on i-Ready's school rating for ranges of students meeting criteria in 2024-2025.

i-Ready Diagnostic Growth Reading 2024-2025					
Student Groups	**Number of Students with Baseline Scores**	**Percent Met Growth or Proficiency**	**i-Ready Range**	**School Rating**	**One Year's Progress**
All Students 9-12	485	62%	"Average" "Effective" and "Highly Effective" meet one year's worth of growth	Average	Met
Latino	456	63%		Average	Met
Socioeconomically Disadvantaged	452	63%		Average	Met
English Learner	49	82%		Effective	Met
Students with Disabilities	91	62%		Average	Met

Charter School also submitted verified data using i-Ready for the 2023-2024 school year. Based on i-Ready's school rating, Charter School met the one year's progress for All Students and met one year's progress for three of four student groups in Reading in 2023-2024.

[1] Criterion 1: Growth Goal (Achieving a Sufficient Gain Score on i-Ready Diagnostic)

[2] Criterion 2: Proficiency Goal (Achieving the Mid-On Grade Level Cut on i-Ready Diagnostic)

Charter School also submitted verified data using i-Ready for the 2022-2023 school year. Based on i-Ready's school rating, Charter School met the one year's progress for All Students and met one year's progress for three of four student groups in Reading in 2022-2023.

Charter School also submitted verified data using i-Ready for the 2021-2022 school year. Based on i-Ready's school rating, Charter School met the one year's progress for All Students and met one year's progress for all four student groups in Reading in 2021-2022.

MATH

Charter School provided data for Math from "i-Ready 9-12 by Curriculum Associates" (i-Ready) *California Charter Schools Academic Progress Indicator for Grades 9-12* report for 2021-2022, 2022-2023, 2023-2024, and 2024-2025 for All Students and for the following student groups: Latino, Socioeconomically Disadvantaged, English Learner, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

The *California Charter Schools Academic Progress Indicator for Grades 9-12* report provided by Charter School reported 486 students with a baseline score in Math and 486 students were enrolled in i-Ready. The *California Charter Schools Academic Progress Indicator for Grades 9-12* report provided by Charter School reported 100% participation rate for All Students in Math. Thus, based on the information provided by Charter School, the 2024-2025 assessment data appears to include at least 95% of eligible students.

For Math, the i-Ready *California Charter Schools Academic Progress Indicator for Grades 9-12* report indicated the school rating for ranges of students meeting criteria is Average. Per Curriculum Associates' Using i-Ready Diagnostic as a Verified Data and Academic Progress Indicator for California Charter Schools for Grades 9-12, publisher guidance states, "For the purposes of California's charter requirements, "Average", "Effective", and "Highly Effective" schools can be considered to meet one year's worth of growth." Therefore, based Curriculum Associates' final determination based on Criteria 1[3] and 2[4] Charter School met criteria for All Students in Math in 2024-2025.

As seen in the table below, Charter School provided the most recent data for four student groups, and four student groups demonstrated one year's progress based on i-Ready's school rating for ranges of students meeting criteria in 2024-2025.

i-Ready Diagnostic Growth Math 2024-2025					
Student Groups	**Number of Students with Baseline Scores**	**Percent Met Growth or Proficiency**	**i-Ready Range**	**School Rating**	**One Year's Progress**
All Students 9-12	486	63%	"Average" "Effective" and "Highly Effective" meet one year's worth of growth	Average	Met
Latino	457	64%		Average	Met
Socioeconomically Disadvantaged	452	64%		Average	Met
English Learner	50	68%		Average	Met
Students with Disabilities	91	62%		Average	Met

[3] Criterion 1: Growth Goal (Achieving a Sufficient Gain Score on i-Ready Diagnostic)

[4] Criterion 2: Proficiency Goal (Achieving the Mid-On Grade Level Cut on i-Ready Diagnostic)

Charter School also submitted verified data using i-Ready for the 2023-2024 school year. Based on i-Ready's school rating, Charter School met the one year's progress for All Students and met one year's progress for all four student groups in Math in 2023-2024.

Charter School also submitted verified data using i-Ready for the 2022-2023 school year. Based on i-Ready's school rating, Charter School met the one year's progress for All Students and met one year's progress for three of four student groups in Math in 2022-2023.

Charter School also submitted verified data using i-Ready for the 2021-2022 school year. Based on i-Ready's school rating, Charter School met the one year's progress for All Students and met one year's progress for all four student groups in Math in 2021-2022.

Based on the review and consideration of verified data, Valor Academy High included four years of data, including schoolwide and student group reports (Latino, Socioeconomically Disadvantaged, English Learner, and Students with Disabilities) for both ELA and Math. In 2021-2022, 2022-2023, 2023-2024, and 2024-2025, Valor Academy High appears to have met 95 percent participation rate for schoolwide and all numerically significant student groups.

POST-SECONDARY OUTCOMES

Pursuant to Education Code section 47607.2(c)(2), the State Board of Education (SBE) established criteria to define verified data and identified an approved list of valid and reliable assessments and measures of postsecondary outcomes, for the timeframe specified in law. Education Code section 47607.2(c)(2) specifies that strong postsecondary outcomes are defined by, "college enrollment, persistence, and completion rates equal to similar peers." To determine whether a charter school has demonstrated strong postsecondary outcomes, multiple data sources may need to be considered to assess college enrollment, persistence, and completion, as well as to identify similar peers.

Charter School provided the National Student Clearinghouse (NSC) StudentTracker for High Schools Aggregate Report for the most recent year, dated November 21, 2024.[5] National Student Clearinghouse StudentTracker is an adopted Postsecondary Indicator approved by the SBE to be on the verified data list and includes measures of college enrollment, persistence, and completion.[6]

Charter School also provided the California Department of Education DataQuest College Going Rate for the two most recent years 2020-2021 and 2021-2022. California Department of Education DataQuest College-Going Rate is an adopted Postsecondary Indicator approved by the SBE to be on the verified data list and includes measures of college enrollment.

National Student Clearinghouse (NSC) StudentTracker for High Schools Aggregate Report

Enrollment

For Charter School's class of 2022, 68.0% of students enrolled in college the fall immediately after high school, which is higher than the 2022 (high poverty[7]) national rate of 49.9%, per the 2023 NSC

[5] Charter School's submitted 2024 NSC StudentTracker report also included enrollment and persistence data for Charter School's class of 2022 and 2020, respectively, which was used to populate data in the "2023 Student Tracker report" column. However, the submitted 2024 NSC StudentTracker report did not include completion data for Charter School's class of 2016.

[6] A charter school's Student Tracker Report includes multiple years of data which are used to compare the charter school's postsecondary outcomes with applicable national rates published in the National Student Clearinghouse's annual High School Benchmarks report. For example, Charter School's 2024 Student Tracker Report was compared with NSC's 2024 High School Benchmarks report which, "examines first-fall (immediate) college enrollment for the high school graduating class of 2023, persistence for the class of 2021, and completion for the class of 2017."

[7] High poverty schools are defined by National Student Clearinghouse as a subset of low-income schools, where at least 75 percent of the student population are eligible for free or reduced price lunch.

High School Benchmarks report. For Charter School's class of 2023, 72.0% of students enrolled in college the fall immediately after high school, which is higher than the 2023 (high poverty) national rate of 50.5%, per the 2024 NSC High School Benchmarks report.

Persistence

For Charter School's class of 2020, 70.0% of students enrolled in college the first year after high school returned for a second year, which is lower than the 2020 (high poverty) national rate of 72.0%, per the 2023 NSC High School Benchmarks report. For Charter School's class of 2021, 62.0% of students enrolled in college the first year after high school returned for a second year, which is lower than the 2021 (high poverty) national rate of 76.0%, per the 2024 NSC High School Benchmarks report.

Completion

Completion data for Charter School's class of 2016 was not available. For Charter School's class of 2017, 24.0% of graduates[8] completed a two- or four-year degree within six years, which is lower than the 2017 (high poverty) rate of 25.1%, per the 2024 NSC High School Benchmarks.

Therefore, as described above and seen in the table below, Charter School demonstrated strong postsecondary outcomes relative to similar peers for less than a majority of the measures (college enrollment, persistence, and completion) included in the 2024 NSC High School Benchmarks report.

Post Secondary Data Table
National Student Clearinghouse (NSC)

Postsecondary Outcome	2023 NSC High School Benchmarks (High Poverty*)	2023 Student Tracker report Valor Academy High	2024 NSC High School Benchmarks (High Poverty*)	2024 Student Tracker Report Valor Academy High
Enrollment	49.9% (class of 2022)	**68.0%**	50.5% (class of 2023)	**72.0%**
Persistence	72.0% (class of 2020)	**70.0%**	76.0% (class of 2021)	**62.0%**
Completion	24.9% (class of 2016)	**Not available**	25.1% (class of 2017)	**24.0%**

*Per NSC, "high poverty" schools are defined as schools where 75% or more of the student population is eligible for free or reduced-price lunch (FPRL), and "low income" schools have 50% or more students eligible for FRPL.

California Department of Education DataQuest College-Going Rate

Enrollment

For Charter School's class of 2021, 49.0% of high school completers enrolled in College, which is lower than the enrollment rate of 55.0% for LAUSD, and lower than the enrollment rate of 62.2% for the state of California.

[8] Per the National Student Clearinghouse's 2024 High School Benchmarks report, "Students are included in this outcome regardless of whether they have enrolled in postsecondary education or not."

For Charter School's class of 2022, 57.0% of high school completers enrolled in College, which is higher than the enrollment rate of 54.9% for LAUSD, but lower than the enrollment rate of 62.0% for the state of California.

Therefore, as described above and seen in the table below, Charter School demonstrated stronger enrollment in a postsecondary institution of higher education within 12 or 16 months of completing high school in one of two years compared to similar peers within Los Angeles Unified. However, its enrollment rates were lower than the state average, as reported by the California Department of Education DataQuest College-Going Rate reports for 2020-2021 and 2021-2022

California Department of Education DataQuest College-Going Rate

Year	2020-2021	2021-2022
Valor Academy High – All Students	49.0%	57.0%
Los Angeles Unified	55.0%	54.9%
California	62.2%	62.0%

Persistence
The California Department of Education DataQuest College-Going Rate does not include student persistence metrics.

Completion
The California Department of Education DataQuest College-Going Rate does not include metrics on student completion.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition
Valor Academy High's fiscal condition is positive and has been upward trending since the 2020-2021 fiscal year.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Unaudited Actuals)
Net Assets	$1,795,874	$2,860,070	$4,050,942	$4,264,618	$4,859,878
Net Income/Loss	$1,162,375	$1,064,196	$1,190,872	$213,676	$595,260
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment[A]	530	530	497	491	495

[A] Valor Academy High reported 507 Norm Enrollment for Fiscal Year 2025-2026. The CSD staff will continue to monitor Valor Academy High's enrollment in accordance with established procedures and will take appropriate actions to ensure Charter School's alignment with the approved capacity.

b. 2023-2024 Independent Audit Report
Audit Opinion: Unmodified/Unqualified
Material Weaknesses: None Reported
Deficiencies/Findings: None Reported
Lack of a Going Concern: None Reported

c. Other Significant Fiscal Information
The financial condition of the charter operator is summarized in the table below.

Bright Star Schools (BSS)					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
9	9	$71,806,876	$1,550,391	$7,650,362	($828,809)[1]

[1] According to BSS, the organization did not charge certain BSS charter schools the full management fees in Fiscal Year 2023-2024 due to various school-specific challenges, such as enrollment shortfalls, unexpected facility repairs, higher-than-anticipated Special Education service needs, and other one-time operational expenses. BSS stated that it absorbed a portion of these costs, which resulted in a net loss for the year.

Valor Academy High

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CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023							Dashboard 2024							
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	100%	127	-26.2	Low	-12.2	Lower	99%	120	21.5	47.8	Increased Significantly	Green	-13.6	Higher	100%	106	22.3	0.7	Maintained	Yellow	-13.2	Higher
English Learner	100%	30	-126.2	Very Low	-61.2	--	100%	19	-69.2	57.0	Increased Significantly	--	-67.7	--	100%	23	-63.2	5.9	Increased	--	-67.6	--
Latino	100%	119	-33.4	Low	-38.6	Higher	99%	116	21.0	54.4	Increased Significantly	Green	-40.2	Higher	100%	103	22.7	1.7	Maintained	Yellow	-39.3	Higher
Socioeconomically Disadvantaged	100%	120	-31.4	Low	-41.4	Higher	99%	115	19.4	50.8	Increased Significantly	Green	-42.6	Higher	100%	103	21.2	1.8	Maintained	Yellow	-40.9	Higher
Students with Disabilities	100%	28	-108.4	Very Low	-97.3	--	100%	21	-47.4	61.0	Increased Significantly	--	-96.3	--	100%	18	-68.7	-21.3	Declined Significantly	--	-95.6	--

Data Sources: California School Dashboard Research data files.

Valor Academy High

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CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
	Dashboard 2022						Dashboard 2023								Dashboard 2024							
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	99%	126	-117.8	Very Low	-51.7	Lower	96%	116	-93.7	24.2	Increased Significantly	Yellow	-49.1	Lower	98%	104	-83.0	10.6	Increased	Yellow	-47.6	Lower
English Learner	100%	30	-193.2	Very Low	-92.0	--	89%	18	-190.0	3.2	Increased	--	-93.4	--	100%	23	-177.3	12.7	Increased	--	-93.4	--
Latino	99%	118	-126.3	Very Low	-83.4	Lower	96%	112	-95.1	31.1	Increased Significantly	Yellow	-80.8	Lower	98%	101	-83.3	11.8	Increased	Yellow	-79.2	Lower
Socioeconomically Disadvantaged	99%	119	-123.0	Very Low	-84.0	Lower	96%	111	-97.0	26.1	Increased Significantly	Yellow	-80.8	Lower	98%	101	-84.5	12.4	Increased	Yellow	-78.2	Lower
Students with Disabilities	100%	28	-189.2	Very Low	-130.8	--	95%	20	-143.0	46.3	Increased Significantly	--	-127.3	--	100%	18	-190.2	-47.2	Declined Significantly	--	-124.3	--

Data Sources: California School Dashboard Research data files.

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CA School Dashboard: English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school for all student groups in grades 1-12. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator

	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	Students	ELPI	Status Level	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State
English Learner	60	35.0%	Low	50.3%	Lower	53	56.6%	21.6	Increased Significantly	Blue	48.7%	Higher	65	40.0%	-16.6	Declined Significantly	Red	45.7%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	50	44.0%	-17.4	Declined Significantly	Red	45.8%	Lower

Student English Language Acquisition Results Summative ELPAC

		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2022	EL	35.0%	0%	35.0%	30.0%	47.5%	2.8%	31.4%	18.3%
2023	EL	56.6%	0%	26.4%	17.0%	45.7%	2.3%	32.2%	18.3%
2024	EL	40.0%	0%	38.5%	21.5%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	44.0%	0%	30.0%	26.0%	41.6%	3.4%	28.5%	24.7%

Districts and schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard). For each district and school that does not meet the 95 percent target, the minimum number of students needed to reach a participation rate of at least 95 percent is determined. The resulting number of students will be counted as not making progress in the current ELPI Status calculation.

Summative ELPAC Participation Rate Report

		School				State of California			
End Year	Student Group	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%
2022	EL	61	61	100%	Y	1,052,513	1,088,734	96.7%	Y
2023	EL	60	60	100%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	30	30	100%	Y	193,182	202,530	95.4%	Y
2024	EL	70	70	100%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	33	33	100%	Y	182,603	190,459	95.9%	Y

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CA School Dashboard: Academic Performance - College / Career

This report shows the percentage of current graduates who meet specific College/Career Indicator (CCI) "prepared" criteria for all student groups in grades 9-12. For the 2023 Dashboard, the CCI will report the most current year data or "status only". Therefore the CCI will have performance displayed using one of five Status levels that range between Very Low (lowest performance), Low, Medium, High, and Very High (highest performance). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

College / Career Academic Indicator (CCI) - CA School Dashboard Indicator												
	Dashboard 2023					Dashboard 2024						
Student Group	Students	CCI	Status Level	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State
All Students	118	44.1%	Medium	43.9%	Higher	118	52.5%	8.5	Increased	Green	45.3%	Higher
English Learner	22	9.1%	Very Low	15.3%	--	15	6.7%	-2.4	Declined	--	17.2%	--
Latino	109	41.3%	Medium	35.5%	Higher	113	53.1%	11.8	Increased	Green	37.4%	Higher
Long-Term English Learner	--	--	--	--	--	14	7.1%	2.1	Increased	--	16.5%	--
Socioeconomically Disadvantaged	113	41.6%	Medium	35.4%	Higher	114	53.5%	11.9	Increased	Green	37.4%	Higher
Students with Disabilities	28	14.3%	Low	12.3%	--	21	23.8%	9.5	Increased	--	13.5%	--

Data Sources: California School Dashboard Research data files.

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CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																			
	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	Students	Suspension Rate	Status Level	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State
All Students	540	2.2%	Medium	3.1%	Lower	519	3.7%	1.4	Increased	Orange	3.5%	Higher	525	2.3%	-1.4	Declined	Green	3.2%	Lower
English Learner	77	2.6%	Medium	3.2%	Lower	78	6.4%	3.8	Increased	Orange	3.7%	Higher	89	3.4%	-3.0	Declined	Green	3.4%	Same
Filipino	6	*	*	1.2%	*	6	*	*	*	*	1.3%	*	14	0.0%	--	--	--	1.2%	--
Homeless Youth	2	*	*	5.5%	*	8	*	*	*	*	6.5%	*	14	0.0%	--	--	--	5.7%	--
Latino	507	2.2%	Medium	3.3%	Lower	494	3.4%	1.3	Increased	Orange	3.8%	Lower	495	2.4%	-1.0	Declined	Green	3.4%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	62	4.8%	-3.1	Declined	Green	8.1%	Lower
Socioeconomically Disadvantaged	516	2.1%	Medium	4.0%	Lower	492	3.9%	1.7	Increased	Orange	4.5%	Lower	488	2.3%	-1.6	Declined	Green	4.0%	Lower
Students with Disabilities	97	3.1%	Medium	5.4%	Lower	97	5.2%	2.1	Increased	Orange	5.9%	Lower	90	5.6%	0.4	Increased	Orange	5.4%	Higher
White	11	9.1%	High	2.6%	--	6	*	*	*	*	2.9%	*	2	*	*	*	*	2.6%	*

Data Sources: California School Dashboard Research data files.

Valor Academy High

Board District: 6 | Region: North | Location Code: 7626

CA School Dashboard: Graduation Rate Indicator

This report shows the combined four- and five-year graduation rate for comprehensive (or traditional) high schools and Dashboard Alternative School Status (DASS) schools for all student groups in grades 9-12. This rate is based on the number of high school students who graduate with a regular high school diploma in either four or five years. The 2024 Graduation Rate Indicator includes students from the most recent graduation cohort (Class of 2024) as well as students from the prior cohort (Class of 2023) who graduated in their fifth year of high school in 2022-24. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Graduation Rate Indicator - CA School Dashboard Indicator																			
	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	Students	Graduation Rate	Status Level	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State
All Students	126	95.2%	Very High	87.4%	Higher	120	91.7%	-3.6	Declined	Yellow	86.4%	Higher	122	95.1%	3.4	Increased	Blue	86.7%	Higher
English Learner	17	88.2%	Medium	73.3%	--	22	81.8%	-6.4	Declined Significantly	--	73.5%	--	17	100.0%	18.2	Increased Significantly	--	77.9%	--
Latino	119	95.0%	Very High	85.3%	Higher	111	91.9%	-3.1	Declined	Yellow	84.2%	Higher	117	95.7%	3.8	Increased	Blue	85.3%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	16	100.0%	15.0	Increased Significantly	--	80.8%	--
Socioeconomically Disadvantaged	125	95.2%	Very High	85.1%	Higher	115	91.3%	-3.9	Declined	Yellow	83.7%	Higher	118	94.9%	3.6	Increased	Green	84.4%	Higher
Students with Disabilities	17	100.0%	Very High	75.2%	--	28	89.3%	-10.7	Declined Significantly	--	72.7%	--	23	91.3%	2.0	Increased	--	74.4%	--

Data Sources: California School Dashboard Research data files.

Valor Academy High

Board District: 6 | Region: North | Location Code: 7626

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group						
	2023-2024			2024-2025		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	491	529,902	5,837,690	492	516,685	5,806,221
F/R Meal	94.9%	80.6%	61.6%	94.5%	81.9%	62.7%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A
English Learner	15.3%	20.1%	18.4%	12.0%	18.6%	17.4%
Foster Youth	0.4%	0.6%	0.5%	0.6%	0.5%	0.5%
Homeless Youth	2.4%	2.1%	3.6%	1.6%	2.7%	4.0%
Socioeconomically Disadvantaged	95.3%	81.3%	62.7%	94.9%	82.4%	63.6%
Students w/ Disabilities	15.9%	14.8%	13.7%	19.3%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	1.4%	7.3%	4.9%	0.8%	7.1%	4.9%
American Indian or Alaska Native	0.2%	0.1%	0.4%	0.2%	0.1%	0.4%
Asian	0.2%	3.4%	9.9%	0.2%	3.3%	10.1%
Filipino	2.9%	1.7%	2.2%	3.3%	1.6%	2.2%
Latino	93.9%	73.8%	56.1%	94.3%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	0.4%	9.8%	20.3%	0.4%	9.7%	20.0%
Two or More Races	0.8%	2.0%	4.6%	0.6%	2.1%	4.8%
Not Reported	0.2%	1.8%	1.1%	0.2%	2.2%	1.2%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp

Valor Academy High

Board District: 6 | Region: North | Location Code: 7626

Long-Term English Learners (LTEL) and “At-Risk”

Note: The “EL Total” column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the “English Learners” heading. The “Total (Ever-EL)” column displays the summed total of the data in the “RFEP” column plus the data in the four columns under the “English Learners” heading OR the data in the “EL Total” column, but not both. The percent values displayed in this report are calculated as a percent of the “Total (Ever-EL)” which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	39	10.2%	17,921	7.3%	226,508	11.1%	38	10.3%	15,302	6.5%	211,186	10.6%	30	8.3%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	1	0.3%	17,295	7.1%	144,189	7.1%	2	0.5%	15,717	6.7%	136,188	6.8%	1	0.3%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	10	2.6%	60,457	24.7%	505,486	24.8%	14	3.8%	60,574	25.7%	519,651	26.0%	13	3.6%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	22	5.7%	18,850	7.7%	236,319	11.6%	21	5.7%	14,725	6.2%	207,768	10.4%	15	4.1%	13,775	6.2%	178,306	9.3%
EL Total	72	18.8%	114,523	46.8%	1,112,502	54.5%	75	20.3%	106,318	45.0%	1,074,793	53.8%	59	16.3%	95,959	43.3%	1,009,030	52.6%
RFEP	311	81.2%	130,377	53.2%	927,694	45.5%	294	79.7%	129,789	55.0%	924,422	46.2%	304	83.7%	125,465	56.7%	909,298	47.4%
Total Ever EL	383	100.0%	244,900	100.0%	2,040,196	100.0%	369	100.0%	236,107	100.0%	1,999,215	100.0%	363	100.0%	221,424	100.0%	1,918,328	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesltel.asp

Valor Academy High

Board District: 6 | Region: North | Location Code: 7626

Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by Local Education Agencies (LEAs). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. High Incidence is defined as students in the Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment categories. Low Incidence Students are defined as those in the Autism, Deafness, Emotional Disturbance, Hard of Hearing, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, and Visual Impairment categories.

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	491			529,902			492			516,685		
Students with Disabilities	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	78	100%	15.9%	78,319	100%	14.8%	95	100%	19.3%	80,505	100%	15.6%
High Incidence	67	85.9%	13.6%	52,153	66.6%	9.8%	83	87.4%	16.9%	52,412	65.1%	10.1%
Low Incidence	11	14.1%	2.2%	26,162	33.4%	4.9%	12	12.6%	2.4%	28,084	34.9%	5.4%
Autism	9	11.5%	1.8%	18,713	23.9%	3.5%	8	8.4%	1.6%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Emotional Disturbance	0	0%	0%	1,148	1.5%	0.2%	1	1.1%	0.2%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	1	1.3%	0.2%	971	1.2%	0.2%	2	2.1%	0.4%	931	1.2%	0.2%
Intellectual Disability	1	1.3%	0.2%	3,393	4.3%	0.6%	1	1.1%	0.2%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	8	10.3%	1.6%	10,930	14%	2.1%	13	13.7%	2.6%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0%	0%	533	0.7%	0.1%	0	0%	0%	434	0.5%	0.1%
Specific Learning Disability	58	74.4%	11.8%	29,615	37.8%	5.6%	68	71.6%	13.8%	29,368	36.5%	5.7%
Speech or Language Impairment	1	1.3%	0.2%	11,608	14.8%	2.2%	2	2.1%	0.4%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	0	0%	0%	185	0.2%	0%	0	0%	0%	175	0.2%	0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

ATTACHMENT C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
VALOR ACADEMY HIGH
BOARD OF EDUCATION REPORT 145– 25/26
November 17, 2025

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2026 until June 30, 2031 to serve up to 480 students in grades 9-12 in each year of the charter term.

II. Summary Description of Current District Practice:
Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:
The approval of this charter petition would renew the charter of Valor Academy High for five (5) years beginning July 1, 2026 until June 30, 2031.

IV. Effects of This Proposal:
The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:
If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:
JAMES A. PERREAULT
Specialist
Charter Schools Division

APPROVED BY:
KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

TAB 18

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-146-25/26, **Version:** 1 **Agenda Date:** 11/17/2025
In Control: Charter Schools Division

Approval of the Renewal Petition for Wallis Annenberg High [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Wallis Annenberg High) Recommends approval of the renewal petition for Wallis Annenberg High, a Start-Up Independent charter school, located in Board District 5 and Region East, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 600 students in grades 9-12 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Wallis Annenberg High ("Charter School"), a Start-Up Independent charter school, located in Board District 5 and Region East, for five (5) years, beginning July 1, 2026 until June 30, 2031, to serve up to 600 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:
Wallis Annenberg High is a 9-12 school currently serving 483 students on a District site pursuant to a lease agreement at 4000 S. Main St., Los Angeles, CA, 90037 in Board District 5 and Region East. Wallis Annenberg High was originally approved by the LAUSD Board of Education on March 25, 2003. On March 6, 2018, the charter school was renewed for a five-year term to serve 600 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Wallis Annenberg High expires June 30, 2026.

On August 21, 2025, Wallis Annenberg High submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through November 19, 2025.

An initial Public Hearing was held on October 14, 2025.

Based on a comprehensive review and assessment of Charter School's renewal petition application and its record of performance, staff has determined that Charter School has met the requirements for renewal and therefore recommends approval of the renewal petition.

Due Diligence:
Current Wallis Annenberg High governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A confidential due diligence review of the charter school and its governing organization, school leader and financial manager, was performed by the Office of the Inspector General, and to the extent any material concerns were identified by the Office of the

Inspector General, such information was forwarded to District staff for further assessment.

Statutory Framework and Criteria for Renewal:
A charter school must demonstrate that it is eligible for a renewal of its charter by meeting specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

Criterion 1: The Charter Schools Act provides that renewals are governed by the standards and criteria described in Education Code section 47605 applicable to initial petitions. The first criterion considered in reviewing a renewal petition requires an analysis of the following:

- Whether the petition includes a sound educational program;
- Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
- Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
- Whether the charter school is demonstrably unlikely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions. (The Board may not consider the community impact analysis or District fiscal analysis in determining whether to grant or deny a renewal petition).

Criterion 2: The Board is required to consider the charter school's performance on the California School Dashboard accountability indicators. Education Code sections 47607 and 47607.2 prescribe three-tiers of performance classification in which a charter school falls within one of the following categories - "high," "middle," or "low." The three-tier classification considers a charter school's performance on the California School Dashboard accountability indicators, with an emphasis on the measurements of academic performance.

Criterion 3: Notwithstanding Criterion 1 and 2, the Board must also consider whether the charter school's enrollment or dismissal practices are discriminatory as grounds for nonrenewal. (Ed. Code, § 47607(e).) Additionally, the Board considers whether the charter school has substantial fiscal or governance factors as grounds for nonrenewal. (Ed. Code, § 47607(e).)

Expected Outcomes:
Charter School is expected to operate its school in a manner consistent with Board action, policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms and conditions set forth in Charter School's petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the charter petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal charter petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2026.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal charter petition, Charter School would not be authorized to continue operations as a charter school. The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on

appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 146-25/26, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of Charter School renewal petition.

Policy Implications:
All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact:
State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:
As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

Issues and Analysis:
If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Wallis Annenberg High Data Set
Attachment C - Wallis Annenberg High RSM Data
Attachment D - Desegregation Impact Statement

Budget, Petition, and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/14Lb3wwLsQW0_NAnmvusLw_t838r9AzkM?usp=sharing>

Submitted:
10/23/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Office of the Chief Strategy Officer

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

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ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT

RENEWAL PETITION

Board of Education Report 146-25/26
November 17, 2025

School Name:	**Wallis Annenberg High**		BOARD IS REQUIRED TO TAKE ACTION BY: **November 19, 2025**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**The Accelerated Schools**		
Location Code:	**8828**		
Type of Site(s):	**District - Lease Agreement**		
Site Address(es):	**4000 S. Main St., Los Angeles, CA 90037**		
Board District(s):	**5**	Region(s):	**East**
Grade Levels Served:	**9-12**	Current Enrollment:	**483**
Grade Levels Authorized in Current Charter:	**9-12**	Approved Enrollment in Current Charter:	**600**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval for a five (5)-year term (2026-2031)**		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Wallis Annenberg High ("WAHS" or "Charter School"), located in Board District 5 and Region East, for a term of five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 600 students in grades 9-12 in each year of the charter term.

II. RENEWAL REQUIREMENTS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
  These criteria have been determined not to be bases for denial.

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)
  These criteria have been determined not to be bases for denial.

Charter Petition Requirement:

In accordance with Education Code section 47611.5, a charter school charter shall contain a declaration regarding whether or not the charter school shall be deemed the exclusive public school employer of the employees at the charter school for the purposes of Section 3540.1 of the Government Code, and that declaration shall not be materially inconsistent with the charter.

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?
  This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	Wallis Annenberg High
Initial Authorization:	On March 25, 2003, Wallis Annenberg High (formerly named Accelerated High School) was authorized by the LAUSD Board of Education to serve 360 students in grades 9-12.
Most Recent Renewal	The charter was renewed on March 6, 2018 for a five-year term (July 1, 2018 - June 30, 2023) to serve up to 600 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Wallis Annenberg High expires June 30, 2026.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	On March 6, 2018, as part of the school's most recent renewal, the LAUSD Board of Education issued the following academic benchmarks to Wallis Annenberg High: 1. WAHS shall achieve and maintain an annual reclassification rate of English Learners that equals or exceeds the District rate in each year of the charter term. 2. WAHS shall achieve academic growth of at least one performance level per academic year on the English Learner Progress performance indicator on the California School Dashboard, as reported by the California Department of Education (CDE), with the goal of achieving and maintaining the "Green" performance level or higher on this indicator. Please see the "Additional Information" section below.
Submission of Renewal Petition Application:	Wallis Annenberg High submitted its renewal petition application on August 21, 2025. The 90-day statutory timeline for Board action on the petition runs through November 19, 2025.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Wallis Annenberg High implements its own Master Plan for English Learners and Standard English Learners.

	Wallis Annenberg High
Special Education SELPA	Wallis Annenberg High participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Wallis Annenberg High is operated by The Accelerated Schools, a California nonprofit public benefit corporation that also operates two other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Wallis Annenberg High has been identified by the state as a Middle performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard, and whether there was clear and convincing verified data evidence showing the school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School's Dashboard performance was higher than the state in ELA, but lower in Math, and on the English Language Progress Indicator (ELPI) and College/Career Indicator (CCI). The charter school provided two years of verified data demonstrating one year's progress for All Students and all student groups in 2023-2024 and 2024-2025, in Math. However, there are noted concerns with participation rates. Further analysis in Math and ELPI demonstrated higher outcomes for the charter school when compared to Resident Schools.

Please see the Wallis Annenberg High data sets and Verified Data Reports.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels are reported based on the 2021-2022 school year data using one of five Status Levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status Levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Below, the 2023 and 2024 Dashboard Performance Levels (colors) based on two years' data are provided.

Wallis Annenberg High Dashboard Indicators

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	Very Low	Very Low	Very Low	Not Applicable	Not Applicable	Medium	Low
2022-2023	Yellow	Yellow	Green	Low	Not Applicable	Blue	Blue
2023-2024	Green	Orange	Orange	Green	Not Applicable	Green	Orange

Data **Sources**: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

c. English Language Arts Indicator

In 2022 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was lower than the state for All Students, and lower than the state for both numerically significant student groups. In 2023 in ELA, the charter school's DFS was lower than the state for All Students, and higher than the state for both numerically significant student groups. In 2024 in ELA, the charter school's DFS was higher than the state for All Students, and higher than the state for two of three numerically significant student groups.

Wallis Annenberg High - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Not Met**	**Very Low**	**-82.8**	**Low**	**-12.2**	**Lower**
Latino	Not Met	Very Low	-86.5	Low	-38.6	Lower
Socioeconomically Disadvantaged	Not Met	Very Low	-86.5	Low	-41.4	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Wallis Annenberg High - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**-14.9**	**68.4**	**Orange**	**-13.6**	**Lower**
Latino	Met	Yellow	-14.6	72.4	Orange	-40.2	Higher
Socioeconomically Disadvantaged	Met	Yellow	-17.4	70.2	Orange	-42.6	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Wallis Annenberg High - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Green**	**10.0**	**24.9**	**Orange**	**-13.2**	**Higher**
Latino	Met	Green	11.6	26.2	Orange	-39.3	Higher
English Learner	Met	No Performance Color	-92.0	35.2	Orange	-67.6	Lower
Socioeconomically Disadvantaged	Met	Green	10.0	27.4	Orange	-40.9	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

d. Math Indicator

In 2022, 2023, and 2024 in Math, the charter school's DFS was lower than the state for All Students, and lower than the state for all numerically significant student groups.

In order to increase student outcomes in this area, the charter school leaders report increasing Math staffing to reduce class sizes in Algebra 1, Geometry, and Algebra 2, increasing Math instructional minutes by double-blocking Algebra 1, Geometry, and Algebra 2, hiring coaches to support the Math program and teachers, and administering Interim Comprehensive Assessments for grades 9-11 students in addition to the Fall and Spring NWEA MAP assessments.

Wallis Annenberg High – Math Indicator – 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Very Low**	**-135.0**	**Low**	**-51.7**	**Lower**
Latino	Met	Very Low	-135.0	Low	-83.4	Lower
Socioeconomically Disadvantaged	Not Met	Very Low	-134.7	Low	-84.0	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Wallis Annenberg High – Math Indicator – 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**-89.9**	**45.0**	**Orange**	**-49.1**	**Lower**
Latino	Met	Yellow	-89.1	45.9	Orange	-80.8	Lower
Socioeconomically Disadvantaged	Met	Yellow	-93.4	42.3	Yellow	-80.8	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Wallis Annenberg High – Math Indicator – 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-112.8**	**-22.9**	**Orange**	**-47.6**	**Lower**
Latino	Met	Orange	-109.2	-20.1	Orange	-79.2	Lower
English Learner	Met	No Performance Color	-175.9	23.3	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Orange	-112.8	-19.4	Orange	-78.2	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's English Learner Progress Rate was lower than the state. In 2023 on the ELPI, the charter school's English Learner Progress Rate was higher than the state. In 2024 on the ELPI for English Learner Progress Rate for English Learner and Long-term English Learner student groups was lower than the state's rates.

In order to increase student outcomes in this area, charter school leaders report adopting a new curriculum for the English Language Development (ELD) 1 course focused on speaking and listening skills, providing academic tutors in designated ELD courses to provide push-in supports targeting newcomers and Long-term English Learners, and providing small English Language Proficiency Assessment for California (ELPAC) testing groups for targeted students who showed a decline in ELPI levels from the prior year.

Wallis Annenberg High - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Not Met	Very Low	31.7%	Medium	50.3%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Wallis Annenberg High - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Green	49.4%	23.4%	Yellow	48.7%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Wallis Annenberg High - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Orange	41%	-8.4%	Orange	45.7%	Lower
Long Term English Learner	Met	Orange	45.2%	-9.1%	Orange	45.8%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

f. College/Career Indicator

The College/Career Indicator was not reported on the 2022 Dashboard. In 2023, the charter school's percentage of students prepared was lower than the state for All Students and for both numerically significant student groups. In 2024, the charter school's percentage of students prepared was lower than the state for All Students and higher than the state for both numerically significant student groups.

Wallis Annenberg High - College/Career Indicator - 2022-2023

Student Group	Charter Level	Charter Prepared	State Level	State Prepared	Charter to State Comparison
All Students	**Low**	**30.6%**	**Medium**	**43.9%**	**Lower**
Latino	Low	30.8%	Medium	35.5%	Lower
Socioeconomically Disadvantaged	Low	30.6%	Medium	35.4%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Wallis Annenberg High - College/Career Indicator - 2023-2024

Student Group	Charter Level	Charter Prepared	Charter Change	State Level	State Prepared	Charter to State Comparison
All Students	**Green**	**39.6%**	**9.0**	**Yellow**	**45.3%**	**Lower**
Latino	Green	39.6%	8.7	Yellow	37.4%	Higher
Socioeconomically Disadvantaged	Green	39.6%	9.0	Yellow	37.4%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

g. Chronic Absenteeism Indicator

Not applicable

h. Graduation Indicator [HS only]

In 2022, the charter school's percentage of graduated students was lower than the state for All Students and for both numerically significant student groups. In 2023 and 2024, the charter school's percentage of graduated students was higher than the state for All Students and for both numerically significant student groups. Wallis Annenberg High's students must meet A-G requirements with a grade of "C" or better.

i. Suspension Rate Indicator

In 2022 and 2023, the charter school's percentage of students suspended at least once was lower than the state for All Students, and for all numerically significant student groups. In 2024, the charter school's percentage of students suspended at least once was lower than the state for All Students, and for four of five numerically significant student groups.

j. Dashboard Local Indicators

Staff also considered the Local Indicators (e.g., Basic: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; Access to a Broad Course of Study) which have all been reported as "Met" in 2023 and 2024.

k. Additional Information

WAHS teachers are represented by United Teachers Los Angeles. Classified staff are represented by SEIU-Local 99.

As noted above, Wallis Annenberg High has two (2) benchmarks related to academics in its current term. The following summarizes the outcomes of each benchmark for each of the seven years (2018-2019 through 2024-2025) of the current charter term.

Benchmark 1: *WAHS shall achieve and maintain an annual reclassification rate of English Learners that equals or exceeds the District rate in each year of the charter term.*

Benchmark 1: English Learner Reclassification Rate						
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Met	Not Met	Not Met	No Update	No Update	No Update	No Update

Benchmark 1 was met in one year (2018-2019) and not met in two years (2019-2020 and 2020-2021). There was no update for four years (2021-2022, 2022-2023, 2023-2024, and 2024-2025) given official reclassification rates were not available.

Note: Note: Annual benchmark status updates are based on prior year(s) performance outcomes. For example, benchmarks that require performance level growth (as reported for the years in the tables below) are based on available data from the preceding two school years (e.g., 2019-2020 benchmark status is based on 2018 CA Dashboard data and 2019 CA Dashboard data). As CA Dashboard data is unavailable for the 2019-2020 and 2020-2021 school years due to statewide assessment disruptions caused by the COVID-19 pandemic, "No Update" is indicated for applicable benchmarks for 2020-2021 and 2021-2022. Additionally, the state did not issue Performance Level (color) in 2021-2022 due to a single year of available assessment data.

Benchmark 2: *WAHS shall achieve academic growth of at least one performance level per academic year on the English Learner Progress performance indicator on the California School Dashboard, as reported by the California Department of Education (CDE), with the goal of achieving and maintaining the "Green" performance level or higher on this indicator.*

Benchmark 2: English Learner Progress						
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
No Performance Color	No Performance Color	No Update	No Update	No Performance Color	Met	Not Met

Benchmark 2 was met in one year (2023-2024) and not met in one year (2024-2025). There was No Performance Color in three years (2018-2019, 2019-2020, and 2022-2023), and no update in two years (2020-2021 and 2021-2022).

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

In accordance with Education Code section 47604.32, the District's Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following four categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for Wallis Annenberg High outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Accomplished*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2023-2024	*Developing*
2024-2025	*Proficient*
Concerns	The rating of *Developing* in 2023-2024 was a result of the charter school's non-compliance with appropriate credentialing and assignment of certificated employees.

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Accomplished*
Concerns	No unresolved issues pending

VI. VERIFIED DATA

Charter schools satisfying the Middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school's achieved measurable increases in academic achievement, or strong postsecondary outcomes for the timeframe specified in law. (Ed. Code, § 47607.2(b)(3).)

Charter School provided data from "MAP Growth by NWEA, Grades K-12" (NWEA) *Student Growth Summary Report* in Reading and Math. NWEA is an adopted academic progress indicator approved by the State Board of Education (SBE) to be on the verified data list. Per NWEA, this assessment only reports data disaggregated by grade levels.

Per Education Code section 47607.2 (c)(2), the State Board of Education established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. The *Student Growth Summary Report* provided by Charter School in Reading does not provide a participation rate on the report, however it does include the total number of "growth events[1]" on the reports. In 2024-2025 Charter School had a norm enrollment of 486 students and the NWEA Reading report indicates that the school had 459 growth events; and the NWEA Math report had 453 growth events. Thus, the 2024-2025 assessment data does not appear to include at least 95% of eligible students.

Per the California SBE's May 2023 Agenda Item #02, publisher guidance states, "A CGI range of -0.2 to 0.2 (or greater) could be used as an approximation of one year's growth (or more) in a subject, as the overall average growth of students would be generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure."

ELA Reading

Charter School provided data for 2023-2024 and 2024-2025 (Fall to Spring administration) for Grade 9, Grade 10, Grade 11, and Grade 12, and for the following student groups[2]: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Latino.

The 2024-2025 disaggregated data outcomes are represented in the table below showing overall Grade 9-12, and all student groups in Grade 9, Grade 10, and Grade 11 (English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Latino), and Grade 12 student groups (English Learners, Students with Disabilities, and Latino) Met one year's progress.

[1] Total Number of Growth Events: The number of students with valid growth-based test events for both terms.
[2] Student group names that appear on the report may be different than names on the CA Dashboard (e.g., "Students with Disabilities will be labeled as "Special Education" on the NWEA report).

MAP Growth Reading 2024-2025				
Student Groups	Total Number of Growth Events	Map Growth CGI Range	Reading: Conditional Growth Index (CGI)	One Year's Progress
Grade 9	136	-0.2 to 0.2	0.81	Met
English Learners	23	-0.2 to 0.2	0.22	Met
Socioeconomically Disadvantaged	128	-0.2 to 0.2	0.72	Met
Students with Disabilities	11	-0.2 to 0.2	-0.04	Met
Latino	134	-0.2 to 0.2	0.81	Met
Grade 10	112	-0.2 to 0.2	0.80	Met
English Learners	13	-0.2 to 0.2	0.32	Met
Socioeconomically Disadvantaged	109	-0.2 to 0.2	0.79	Met
Students with Disabilities	13	-0.2 to 0.2	0.72	Met
Latino	111	-0.2 to 0.2	0.80	Met
Grade 11	100	-0.2 to 0.2	1.56	Met
English Learners	12	-0.2 to 0.2	2.82	Met
Socioeconomically Disadvantaged	94	-0.2 to 0.2	1.51	Met
Students with Disabilities	15	-0.2 to 0.2	1.05	Met
Latino	98	-0.2 to 0.2	1.61	Met
Grade 12	111	-0.2 to 0.2	1.40	Met
English Learners	13	-0.2 to 0.2	1.68	Met
Socioeconomically Disadvantaged	*	-0.2 to 0.2	*	*
Students with Disabilities	11	-0.2 to 0.2	1.34	Met
Latino	109	-0.2 to 0.2	1.40	Met

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Charter School also submitted verified data using NWEA for the 2023-2024 school year. Based on NWEA's CGI range of -0.2 to 0.2, Charter School met the one year's progress for a majority of Grade Levels and for three of the school's four student groups.

MATH

Charter School provided data for Math from "MAP Growth by NWEA, Grades K-12" (NWEA) *Student Growth Summary Report* for 2023-2024 and 2024-2025 (Fall to Spring administration) for Grade 9, Grade 10, Grade 11, and Grade 12, and for the following student groups[3]: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Latino.

[3] Student group names that appear on the report may be different than names on the CA Dashboard (e.g., "Students with Disabilities will be labeled as "Special Education" on the NWEA report).

The 2024-2025 disaggregated data outcomes are represented in the table below showing overall Grade 9-12, and Grade 9 student groups (English Learners, Socioeconomically Disadvantaged, and Latino), Grade 10 student groups (Socioeconomically Disadvantaged, Students with Disabilities, and Latino), Grade 11 student groups (English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Latino), and Grade 12 student groups (English Learners, Students with Disabilities, and Latino) Met one year's progress.

MAP Growth Math 2024-2025				
Total Number of Growth Events	Total Number of Growth Events	Map Growth CGI Range	Math: Conditional Growth Index (CGI)	One Year's Progress
Grade 9	134	-0.2 to 0.2	0.24	Met
English Learners	23	-0.2 to 0.2	-0.06	Met
Socioeconomically Disadvantaged	126	-0.2 to 0.2	0.11	Met
Students with Disabilities	11	-0.2 to 0.2	-1.00	Not Met
Latino	132	-0.2 to 0.2	0.24	Met
Grade 10	109	-0.2 to 0.2	-0.12	Met
English Learners	13	-0.2 to 0.2	-0.63	Not Met
Socioeconomically Disadvantaged	106	-0.2 to 0.2	-0.11	Met
Students with Disabilities	13	-0.2 to 0.2	0.36	Met
Latino	108	-0.2 to 0.2	-0.09	Met
Grade 11	100	-0.2 to 0.2	1.64	Met
English Learners	12	-0.2 to 0.2	0.95	Met
Socioeconomically Disadvantaged	94	-0.2 to 0.2	1.64	Met
Students with Disabilities	15	-0.2 to 0.2	0.95	Met
Latino	98	-0.2 to 0.2	1.60	Met
Grade 12	110	-0.2 to 0.2	0.69	Met
English Learners	12	-0.2 to 0.2	0.01	Met
Socioeconomically Disadvantaged	*	-0.2 to 0.2	*	*
Students with Disabilities	11	-0.2 to 0.2	0.23	Met
Latino	108	-0.2 to 0.2	0.72	Met

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Charter School also submitted verified data using NWEA for the 2023-2024 school year. Based on NWEA's CGI range of -0.2 to 0.2, Charter School met the one year's progress for all Grade Levels and for all four of the school's student groups.

Based on the review and consideration of verified data, Wallis Annenberg High included two years of data, including grade levels Grade 9, Grade 10, Grade 11, and Grade 12, and student group reports (English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Latino) in

Reading and Math. Wallis Annenberg High appears to have not met the 95 percent participation rate based on norm enrollment compared to growth events.

VII. FURTHER ANALYSIS FOR MIDDLE PERFORMING CHARTER SCHOOLS

Following the review of the foregoing performance data for this charter school placing a greater weight on academic performance on the California School Dashboard, and considering Charter School provided two years of verified data, staff determined that the school's performance in Math requires further review.

Based on the charter school's performance on California School Dashboard in Math and ELPI; and the submitted verified data by the charter school, Staff conducted a further analysis of Math and ELPI in comparison to the Resident Schools Median (RSM).[4] As shown in the tables below, when comparing the school to the RSM, WAHS's data indicates that its student performance on California School Dashboard in 2022, 2023, and 2024, in Math, was higher than the RSM for All Students and for all numerically significant groups. In ELPI, WAHS's data indicates that its student performance on California School Dashboard in 2023 and 2024 was higher than the RSM.

Resident Schools Analysis

Math RSM Comparison

Wallis Annenberg High 2021-2022 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Status Level	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Status Level	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**108**	**Very Low**	**-135.0**	**2,766**	**Very Low**	**-168.1**	**Higher**
Latino	105	Very Low	-135.0	2,437	Very Low	-161.7	Higher
Socioeconomically Disadvantaged	104	Very Low	-134.7	2,719	Very Low	-168.9	Higher

Data Sources: California School 2022 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

Wallis Annenberg High 2022-2023 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**92**	**Yellow**	**-89.9**	**2,528**	**Orange**	**-139.4**	**Higher**
Latino	91	Yellow	-89.1	2,196	Orange	-137.2	Higher
Socioeconomically Disadvantaged	91	Yellow	-93.4	1,968	Orange	-139.8	Higher

Data Sources: California School 2023 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

[4] Per LAUSD Policy, a Resident Schools Median analysis is conducted for charter schools classified as Middle performing, when determining whether closure of the charter school is in the best interest of pupils, among other factors.

Wallis Annenberg High 2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**118**	**Orange**	**-112.8**	**2,819**	**Orange**	**-150.7**	**Higher**
Latino	116	Orange	-109.2	2,511	Orange	-144.5	Higher
English Learner	35	No Color	-175.9	838	Orange	-195.2	Higher
Socioeconomically Disadvantaged	118	Orange	-112.8	2,714	Orange	-150.3	Higher

Data Sources: California School 2024 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

ELPI RSM Comparison

Wallis Annenberg High 2021-2022 English Learner Progress Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Charter Status Level	Charter Percentage of English Learner making progress towards English proficiency	Resident Number of EL Students with a Performance Level in Both the Current and Prior Year	Resident Schools Median Status Level	Resident Median Percentage of English Learner making progress towards English proficiency	Charter to Resident Schools Median Comparison
English Learner	**63**	**Very Low**	**31.7%**	**1,882**	**Low**	**42.3%**	**Lower**

Data Sources: California School 2022 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

Wallis Annenberg High 2022-2023 English Learner Progress Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Charter Performance Level (color)	Charter Percentage of English Learner making progress towards English proficiency	Resident Number of EL Students with a Performance Level in Both the Current and Prior Year	Resident Schools Median Color	Resident Median Percentage of English Learner making progress towards English proficiency	Charter to Resident Schools Median Comparison
English Learner	**83**	**Green**	**49.4%**	**2,335**	**Orange**	**39.5%**	**Higher**

Data Sources: California School 2023 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

Wallis Annenberg High 2023-2024 English Learner Progress Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of EL Students with a Performance Level in Both the Current and Prior Year**	**Charter Performance Level (color)**	**Charter Percentage of English Learner making progress towards English proficiency**	**Resident Number of EL Students with a Performance Level in Both the Current and Prior Year**	**Resident Schools Median Color**	**Resident Median Percentage of English Learner making progress towards English proficiency**	**Charter to Resident Schools Median Comparison**
English Learner	**83**	**Orange**	**41.0%**	**2,287**	**Orange**	**39.9%**	**Higher**
Long Term English Learner	73	Orange	45.2%	915	Yellow	50.6%	Lower

Data Sources: California School 2024 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

VIII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Wallis Annenberg High's fiscal condition is positive and has been upward trending since the 2021-2022 fiscal year.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Unaudited Actuals)
Net Assets	$14,520,055	$12,706,035	$12,889,743	$14,075,261	$14,798,071
Net Income/Loss	$1,398,217	($1,814,020)[1]	$183,708	$1,185,518	$722,810
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment [A]	485	494	467	460	486

[1] According to The Accelerated Schools, the 2021-2022 independent audit report reflected a net loss of ($1,814,020), primarily attributable to investment losses ($1,734,132) — consisting of an unrealized loss of ($2,389,791) partially offset by a realized gain of $655,659 — as well as the underutilization of one-time COVID-19 funding

[A] Wallis Annenberg High reported 483 Norm Enrollment for Fiscal Year 2025-2026. Charter School stated that it plans to increase enrollment through various means, for example, by increasing community engagement. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

b. 2023-2024 Independent Audit Report

Audit Opinion: Unmodified/Unqualified
Material Weaknesses: None Reported
Deficiencies/Findings: None Reported

Lack of a Going Concern: None Reported

Other Significant Fiscal Information
The financial condition of the charter operator is summarized in the table below.

The Accelerated Schools					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
3	3	$88,774,449	$450,797	$195,070	$85,128

Wallis Annenberg High

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CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023								Dashboard 2024						
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	94%	108	-82.8	Very Low	-12.2	Lower	97%	93	-14.9	68.4	Increased Significantly	Yellow	-13.6	Lower	97%	119	10.0	24.9	Increased Significantly	Green	-13.2	Higher
English Learner	83%	28	-171.6	Very Low	-61.2	--	88%	24	-127.2	52.4	Increased Significantly	--	-67.7	--	97%	35	-92.0	35.2	Increased Significantly	--	-67.6	Lower
Latino	94%	105	-86.5	Very Low	-38.6	Lower	97%	92	-14.6	72.4	Increased Significantly	Yellow	-40.2	Higher	97%	117	11.6	26.2	Increased Significantly	Green	-39.3	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	95%	19	-98.9	70.9	Increased Significantly	--	-109.6	--
Socioeconomically Disadvantaged	94%	104	-86.5	Very Low	-41.4	Lower	97%	92	-17.4	70.2	Increased Significantly	Yellow	-42.6	Higher	97%	119	10.0	27.4	Increased Significantly	Green	-40.9	Higher
Students with Disabilities	89%	9	*	*	-97.3	*	100%	9	*	*	*	*	-96.3	*	100%	14	-66.4	--	--	--	-95.6	--

Data Sources: California School Dashboard Research data files.

Wallis Annenberg High

Board District: 5 | Region: East | Location Code: 8828

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
	Dashboard 2022						Dashboard 2023								Dashboard 2024							
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	95%	108	-135.0	Very Low	-51.7	Lower	96%	92	-89.9	45.0	Increased Significantly	Yellow	-49.1	Lower	95%	118	-112.8	-22.9	Declined Significantly	Orange	-47.6	Lower
English Learner	83%	28	-220.4	Very Low	-92.0	--	88%	24	-199.2	35.8	Increased Significantly	--	-93.4	--	95%	35	-175.9	23.3	Increased Significantly	--	-93.4	Lower
Latino	95%	105	-135.0	Very Low	-83.4	Lower	96%	91	-89.1	45.9	Increased Significantly	Yellow	-80.8	Lower	95%	116	-109.2	-20.1	Declined Significantly	Orange	-79.2	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	95%	19	-195.2	28.3	Increased Significantly	--	-163.5	--
Socioeconomically Disadvantaged	94%	104	-134.7	Very Low	-84.0	Lower	96%	91	-93.4	42.3	Increased Significantly	Yellow	-80.8	Lower	95%	118	-112.8	-19.4	Declined Significantly	Orange	-78.2	Lower
Students with Disabilities	89%	9	*	*	-130.8	*	100%	9	*	*	*	*	-127.3	*	100%	14	-178.7	--	--	--	-124.3	--

Data Sources: California School Dashboard Research data files.

Wallis Annenberg High

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CA School Dashboard: English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school for all student groups in grades 1-12. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator

	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	Students	ELPI	Status Level	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State
English Learner	63	31.7%	Very Low	50.3%	Lower	83	49.4%	23.4	Increased Significantly	Green	48.7%	Higher	83	41.0%	-8.4	Declined	Orange	45.7%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	73	45.2%	-9.1	Declined	Orange	45.8%	Lower

Student English Language Acquisition Results Summative ELPAC

		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2022	EL	31.7%	0%	39.7%	28.6%	47.5%	2.8%	31.4%	18.3%
2023	EL	49.4%	0%	36.1%	14.5%	45.7%	2.3%	32.2%	18.3%
2024	EL	41.0%	0%	42.2%	16.9%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	45.2%	0%	35.6%	19.2%	41.6%	3.4%	28.5%	24.7%

Districts and schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard). For each district and school that does not meet the 95 percent target, the minimum number of students needed to reach a participation rate of at least 95 percent is determined. The resulting number of students will be counted as not making progress in the current ELPI Status calculation.

Summative ELPAC Participation Rate Report

		School				State of California			
End Year	Student Group	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%
2022	EL	83	102	81.4%	N	1,052,513	1,088,734	96.7%	Y
2023	EL	95	99	96.0%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	57	61	93.4%	N	193,182	202,530	95.4%	Y
2024	EL	87	88	98.9%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	59	60	98.3%	Y	182,603	190,459	95.9%	Y

Wallis Annenberg High

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CA School Dashboard: Academic Performance - College / Career

This report shows the percentage of current graduates who meet specific College/Career Indicator (CCI) "prepared" criteria for all student groups in grades 9-12. For the 2023 Dashboard, the CCI will report the most current year data or "status only". Therefore the CCI will have performance displayed using one of five Status levels that range between Very Low (lowest performance), Low, Medium, High, and Very High (highest performance). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

College / Career Academic Indicator (CCI) - CA School Dashboard Indicator												
	Dashboard 2023					Dashboard 2024						
Student Group	Students	CCI	Status Level	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State
All Students	111	30.6%	Low	43.9%	Lower	96	39.6%	9.0	Increased	Green	45.3%	Lower
English Learner	24	20.8%	Low	15.3%	--	23	8.7%	-12.1	Declined	--	17.2%	--
Latino	107	30.8%	Low	35.5%	Lower	96	39.6%	8.7	Increased	Green	37.4%	Higher
Long-Term English Learner	--	--	--	--	--	22	9.1%	-1.4	Maintained	--	16.5%	--
Socioeconomically Disadvantaged	111	30.6%	Low	35.4%	Lower	96	39.6%	9.0	Increased	Green	37.4%	Higher
Students with Disabilities	8	*	*	12.3%	*	14	7.1%	0.0	--	--	13.5%	--

Data Sources: California School Dashboard Research data files.

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CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																			
	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	Students	Suspension Rate	Status Level	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State
All Students	505	1.2%	Low	3.1%	Lower	473	0.4%	-0.8	Declined	Blue	3.5%	Lower	469	2.1%	1.7	Increased	Orange	3.2%	Lower
African American/Black	12	0.0%	Very Low	7.9%	--	8	*	*	*	*	8.8%	*	6	*	*	*	*	8.4%	*
English Learner	109	0.0%	Very Low	3.2%	Lower	107	0.9%	0.9	Increased	Yellow	3.7%	Lower	94	5.3%	4.4	Increased	Orange	3.4%	Higher
Latino	492	1.2%	Low	3.3%	Lower	463	0.4%	-0.8	Declined	Blue	3.8%	Lower	463	2.2%	1.7	Increased	Orange	3.4%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	80	6.3%	5.1	Increased	Orange	8.1%	Lower
Socioeconomically Disadvantaged	493	1.2%	Low	4.0%	Lower	464	0.4%	-0.8	Declined	Blue	4.5%	Lower	462	2.2%	1.7	Increased	Orange	4.0%	Lower
Students with Disabilities	71	0.0%	Very Low	5.4%	Lower	59	1.7%	1.7	Increased	Orange	5.9%	Lower	65	3.1%	1.4	Increased	Orange	5.4%	Lower

Data Sources: California School Dashboard Research data files.

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CA School Dashboard: Graduation Rate Indicator

This report shows the combined four- and five-year graduation rate for comprehensive (or traditional) high schools and Dashboard Alternative School Status (DASS) schools for all student groups in grades 9-12. This rate is based on the number of high school students who graduate with a regular high school diploma in either four or five years. The 2024 Graduation Rate Indicator includes students from the most recent graduation cohort (Class of 2024) as well as students from the prior cohort (Class of 2023) who graduated in their fifth year of high school in 2022-24. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Graduation Rate Indicator - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	Graduation Rate	Status Level	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State
All Students	119	83.2%	Medium	87.4%	Lower	113	95.6%	12.4	Increased Significantly	Blue	86.4%	Higher	97	94.8%	-0.7	Maintained	Green	86.7%	Higher
English Learner	22	54.5%	Very Low	73.3%	--	24	83.3%	28.8	Increased Significantly	--	73.5%	--	24	87.5%	4.2	Increased	--	77.9%	--
Latino	112	83.9%	Medium	85.3%	Lower	109	95.4%	11.5	Increased Significantly	Blue	84.2%	Higher	97	94.8%	-0.6	Maintained	Green	85.3%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	23	87.0%	2.7	Increased	--	80.8%	--
Socioeconomically Disadvantaged	119	83.2%	Medium	85.1%	Lower	113	95.6%	12.4	Increased Significantly	Blue	83.7%	Higher	97	94.8%	-0.7	Maintained	Green	84.4%	Higher
Students with Disabilities	16	68.8%	Low	75.2%	--	8	*	*	*	*	72.7%	*	15	93.3%	--	--	--	74.4%	--

Data Sources: California School Dashboard Research data files.

Wallis Annenberg High

Board District: 5 | Region: East | Location Code: 8828

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group						
	2023-2024			2024-2025		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	461	529,902	5,837,690	484	516,685	5,806,221
F/R Meal	98.9%	80.6%	61.6%	95.7%	81.9%	62.7%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A
English Learner	20.0%	20.1%	18.4%	19.2%	18.6%	17.4%
Foster Youth	0.4%	0.6%	0.5%	0.0%	0.5%	0.5%
Homeless Youth	1.1%	2.1%	3.6%	0.0%	2.7%	4.0%
Socioeconomically Disadvantaged	98.9%	81.3%	62.7%	95.7%	82.4%	63.6%
Students w/ Disabilities	13.7%	14.8%	13.7%	12.2%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	1.3%	7.3%	4.9%	1.7%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.0%	3.4%	9.9%	0.0%	3.3%	10.1%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%
Latino	98.7%	73.8%	56.1%	97.9%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	0.0%	9.8%	20.3%	0.4%	9.7%	20.0%
Two or More Races	0.0%	2.0%	4.6%	0.0%	2.1%	4.8%
Not Reported	0.0%	1.8%	1.1%	0.0%	2.2%	1.2%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp

Wallis Annenberg High

Board District: 5 | Region: East | Location Code: 8828

Long-Term English Learners (LTEL) and “At-Risk”

Note: The “EL Total” column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the “English Learners” heading. The “Total (Ever-EL)” column displays the summed total of the data in the “RFEP” column plus the data in the four columns under the “English Learners” heading OR the data in the “EL Total” column, but not both. The percent values displayed in this report are calculated as a percent of the “Total (Ever-EL)” which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	64	17.8%	17,921	7.3%	226,508	11.1%	63	18.1%	15,302	6.5%	211,186	10.6%	55	15.1%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	3	0.8%	17,295	7.1%	144,189	7.1%	2	0.6%	15,717	6.7%	136,188	6.8%	5	1.4%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	8	2.2%	60,457	24.7%	505,486	24.8%	9	2.6%	60,574	25.7%	519,651	26.0%	11	3.0%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	27	7.5%	18,850	7.7%	236,319	11.6%	16	4.6%	14,725	6.2%	207,768	10.4%	20	5.5%	13,775	6.2%	178,306	9.3%
EL Total	102	28.4%	114,523	46.8%	1,112,502	54.5%	90	25.8%	106,318	45.0%	1,074,793	53.8%	91	25.0%	95,959	43.3%	1,009,030	52.6%
RFEP	257	71.6%	130,377	53.2%	927,694	45.5%	259	74.2%	129,789	55.0%	924,422	46.2%	273	75.0%	125,465	56.7%	909,298	47.4%
Total Ever EL	359	100.0%	244,900	100.0%	2,040,196	100.0%	349	100.0%	236,107	100.0%	1,999,215	100.0%	364	100.0%	221,424	100.0%	1,918,328	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesltel.asp

Wallis Annenberg High

Board District: 5 | Region: East | Location Code: 8828

Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by Local Education Agencies (LEAs). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. High Incidence is defined as students in the Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment categories. Low Incidence Students are defined as those in the Autism, Deafness, Emotional Disturbance, Hard of Hearing, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, and Visual Impairment categories.

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	461			529,902			484			516,685		
Students with Disabilities	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	61	100%	13.2%	78,319	100%	14.8%	57	100%	11.8%	80,505	100%	15.6%
High Incidence	57	93.4%	12.4%	52,153	66.6%	9.8%	50	87.7%	10.3%	52,412	65.1%	10.1%
Low Incidence	4	6.6%	0.9%	26,162	33.4%	4.9%	7	12.3%	1.4%	28,084	34.9%	5.4%
Autism	3	4.9%	0.7%	18,713	23.9%	3.5%	6	10.5%	1.2%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Emotional Disturbance	0	0%	0%	1,148	1.5%	0.2%	0	0%	0%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	0	0%	0%	971	1.2%	0.2%	0	0%	0%	931	1.2%	0.2%
Intellectual Disability	1	1.6%	0.2%	3,393	4.3%	0.6%	1	1.8%	0.2%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	7	11.5%	1.5%	10,930	14%	2.1%	5	8.8%	1%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0%	0%	533	0.7%	0.1%	0	0%	0%	434	0.5%	0.1%
Specific Learning Disability	49	80.3%	10.6%	29,615	37.8%	5.6%	44	77.2%	9.1%	29,368	36.5%	5.7%
Speech or Language Impairment	1	1.6%	0.2%	11,608	14.8%	2.2%	1	1.8%	0.2%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	0	0%	0%	185	0.2%	0%	0	0%	0%	175	0.2%	0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Wallis Annenberg High

Resident Schools Data Set

Academic Performance Medians- Math

2021-2022 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator					
School Name	**Student Group**	**Number of Students with Scores**	**Charter (DFS)**	**Charter Status Level**	**Charter to Resident Comparison (DFS)**
Wallis Annenberg High	All Students	108	-135.0	Very Low	
Resident Schools	**Student Group**	**Number of Students with Scores**	**Resident Schools Median (DFS)**	**Resident Schools Median Status Level**	**Charter to Resident Comparison (DFS)**
Alain Leroy Locke College Preparatory Academy	All Students	262	-170.4	Very Low	Higher
Augustus F. Hawkins High A Critical Design and Gaming	All Students	237	-172.9	Very Low	Higher
Communication and Technology at Diego Rivera Learning Complex	All Students	122	-168.6	Very Low	Higher
Diego Rivera Learning Complex Green Design STEAM Academy	All Students	110	-117.7	Very Low	Lower
Dr. Maya Angelou Community High	All Students	231	-176.9	Very Low	Higher
George Washington Preparatory High	All Students	160	-210.4	Very Low	Higher
John C. Fremont Senior High	All Students	422	-165.1	Very Low	Higher
Manual Arts Senior High	All Students	232	-186.1	Very Low	Higher
Mervyn M. Dymally High	All Students	128	-177.1	Very Low	Higher
Nava College Preparatory Academy	All Students	131	-160.3	Very Low	Higher
Performing Arts Community at Diego Rivera Learning Complex	All Students	106	-167.7	Very Low	Higher
Public Service Community at Diego Rivera Learning Complex	All Students	120	-125.9	Very Low	Lower
Santee Education Complex	All Students	346	-141.1	Very Low	Higher

2021-2022 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator					
School Name	**Student Group**	**Number of Students with Scores**	**Charter (DFS)**	**Charter Status Level**	**Charter to Resident Comparison (DFS)**
Thomas Jefferson Senior High	All Students	159	-148.5	Very Low	Higher
Resident Schools Median	**All Students**	**2,766**	**-168.1**	**Very Low**	**Higher**

Data Sources: California School 2022 Dashboard Research data files. 2024-2025 Resident Schools used for comparison. 2021-2022 did not report Color, Change, or Change Level.

Wallis Annenberg High 2021-2022 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Status Level**	**Charter (DFS)**	**Resident Schools Number of Students with Scores**	**Resident Schools Median Status Level**	**Resident Schools Median (DFS)**	**Charter to Resident Schools Median Comparison (DFS)**
All Students	**108**	**Very Low**	**-135.0**	**2,766**	**Very Low**	**-168.1**	**Higher**
Latino	105	Very Low	-135.0	2,437	Very Low	-161.7	Higher
Socioeconomically Disadvantaged	104	Very Low	-134.7	2,719	Very Low	-168.9	Higher

Data Sources: California School 2022 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

2022-2023 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
School Name	**Student Group**	**Number of Students with Scores**	**Charter Performance Level (color)**	**Charter (DFS)**	**Charter Change**	**Charter Change Level**	**Charter to Resident Comparison (DFS)**
Wallis Annenberg High	All Students	92	Yellow	-89.9	45.0	Increased Significantly	
Resident Schools	**Student Group**	**Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Resident Schools Median Change**	**Resident Schools Median Change Level**	**Charter to Resident Comparison (DFS)**
Alain Leroy Locke College Preparatory Academy	All Students	248	Orange	-138.6	35.0	Increased Significantly	Higher

2022-2023 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
School Name	**Student Group**	**Number of Students with Scores**	**Charter Performance Level (color)**	**Charter (DFS)**	**Charter Change**	**Charter Change Level**	**Charter to Resident Comparison (DFS)**
Augustus Hawkins High	All Students	225	Orange	-165.1	7.8	Increased	Higher
Communication and Technology at Diego Rivera Learning Complex	All Students	94	Orange	-140.2	28.4	Increased Significantly	Higher
Diego Rivera Learning Complex Green Design STEAM Academy	All Students	126	Red	-129.9	-12.2	Declined	Higher
Dr. Maya Angelou Community High	All Students	182	Red	-191.8	-13.6	Declined	Higher
George Washington Preparatory High	All Students	125	Orange	-182.3	28.8	Increased Significantly	Higher
John C. Fremont Senior High	All Students	412	Orange	-136.2	28.8	Increased Significantly	Higher
Manual Arts Senior High	All Students	213	Orange	-179.0	12.7	Increased	Higher
Mervyn M. Dymally High	All Students	142	Orange	-160.1	17.1	Increased Significantly	Higher
Nava College Preparatory Academy	All Students	98	Orange	-134.2	26.1	Increased Significantly	Higher
Performing Arts Community at Diego Rivera Learning Complex	All Students	89	Orange	-118.7	48.9	Increased Significantly	Higher
Public Service Community at Diego Rivera Learning Complex	All Students	103	Yellow	-98.5	27.4	Increased Significantly	Higher
Santee Education Complex	All Students	332	Orange	-128.0	13.1	Increased	Higher
Thomas Jefferson Senior High	All Students	139	Red	-168.0	-19.5	Declined Significantly	Higher

2022-2023 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
School Name	**Student Group**	**Number of Students with Scores**	**Charter Performance Level (color)**	**Charter (DFS)**	**Charter Change**	**Charter Change Level**	**Charter to Resident Comparison (DFS)**
Resident Schools Median	**All Students**	**2,528**	**Orange**	**-139.4**	**21.6**	**Increased Significantly**	**Higher**

Data Sources: California School 2023 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

Wallis Annenberg High 2022-2023 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Color**	**Charter (DFS)**	**Resident Schools Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Schools Median Comparison (DFS)**
All Students	**92**	**Yellow**	**-89.9**	**2,528**	**Orange**	**-139.4**	**Higher**
Latino	91	Yellow	-89.1	2,196	Orange	-137.2	Higher
Socioeconomically Disadvantaged	91	Yellow	-93.4	1,968	Orange	-139.8	Higher

Data Sources: California School 2023 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
School Name	**Student Group**	**Number of Students with Scores**	**Charter Performance Level (color)**	**Charter (DFS)**	**Charter Change**	**Charter Change Level**	**Charter to Resident Comparison (DFS)**
Wallis Annenberg High	All Students	118	Orange	-112.8	-22.9	Declined Significantly	
Resident Schools	**Student Group**	**Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Resident Schools Median Change**	**Resident Schools Median Change Level**	**Charter to Resident Comparison (DFS)**
Alain Leroy Locke College Preparatory Academy	All Students	253	Red	-159.1	-20.5	Declined Significantly	Higher

2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
School Name	**Student Group**	**Number of Students with Scores**	**Charter Performance Level (color)**	**Charter (DFS)**	**Charter Change**	**Charter Change Level**	**Charter to Resident Comparison (DFS)**
Augustus Hawkins High	All Students	238	Orange	-158.5	6.6	Increased	Higher
Communication and Technology at Diego Rivera Learning Complex	All Students	112	Orange	-122.5	17.7	Increased Significantly	Higher
Diego Rivera Learning Complex Green Design STEAM Academy	All Students	125	Red	-160.2	-30.4	Declined Significantly	Higher
Dr. Maya Angelou Community High	All Students	229	Orange	-165.2	26.6	Increased Significantly	Higher
George Washington Preparatory High	All Students	191	Orange	-171.8	10.5	Increased	Higher
John C. Fremont Senior High	All Students	387	Orange	-122.4	13.8	Increased	Higher
Manual Arts Senior High	All Students	243	Orange	-154.7	24.3	Increased Significantly	Higher
Mervyn M. Dymally High	All Students	172	Orange	-153.6	6.4	Increased	Higher
Nava College Preparatory Academy	All Students	112	Yellow	-103.6	30.6	Increased Significantly	Lower
Performing Arts Community at Diego Rivera Learning Complex	All Students	126	Red	-121.2	-2.5	Maintained	Higher
Public Service Community at Diego Rivera Learning Complex	All Students	119	Red	-117.6	-19.1	Declined Significantly	Higher
Santee Education Complex	All Students	382	Red	-129.9	-2.0	Maintained	Higher
Thomas Jefferson Senior High	All Students	130	Orange	-147.8	20.2	Increased Significantly	Higher

2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
School Name	**Student Group**	**Number of Students with Scores**	**Charter Performance Level (color)**	**Charter (DFS)**	**Charter Change**	**Charter Change Level**	**Charter to Resident Comparison (DFS)**
Resident Schools Median	**All Students**	**2,819**	**Orange**	**-150.7**	**8.6**	**Increased**	**Higher**

Data Sources: California School 2024 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

Wallis Annenberg High 2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Color**	**Charter (DFS)**	**Resident Schools Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Schools Median Comparison (DFS)**
All Students	**118**	**Orange**	**-112.8**	**2,819**	**Orange**	**-150.7**	**Higher**
Latino	116	Orange	-109.2	2,511	Orange	-144.5	Higher
English Learner	35	No Color	-175.9	838	Orange	-195.2	Higher
Socioeconomically Disadvantaged	118	Orange	-112.8	2,714	Orange	-150.3	Higher

Data Sources: California School 2024 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

Wallis Annenberg High

Resident Schools Data Set

Academic Performance Medians – English Learner Progress Indicator

2021-2022 English Learner Progress Indicator Medians - CA School Dashboard Indicator					
School Name	**Student Group**	**Number of EL Students with a Performance Level in Both the Current and Prior Year**	**Charter Percentage of English Learner making progress towards English proficiency**	**Charter Status Level**	**Charter to Resident Schools Comparison**
Wallis Annenberg High	English Learner	63	31.7%	Very Low	
Resident Schools	**Student Group**	**Number of Students with Scores**	**Resident Schools Median (DFS)%**	**Resident Schools Median Status Level**	**Charter to Resident Comparison (DFS)**
Alain Leroy Locke College Preparatory Academy	English Learner	265	35.1%	Low	Lower
Augustus F. Hawkins High A Critical Design and Gaming	English Learner	163	33.7%	Very Low	Lower
Communication and Technology at Diego Rivera Learning Complex	English Learner	103	39.8%	Low	Lower
Diego Rivera Learning Complex Green Design STEAM Academy	English Learner	49	44.9%	Low	Lower
Dr. Maya Angelou Community High	English Learner	189	46.0%	Low	Lower
George Washington Preparatory High	English Learner	69	33.3%	Very Low	Lower
John C. Fremont Senior High	English Learner	263	53.6%	Low	Lower
Manual Arts Senior High	English Learner	138	55.1%	Low	Lower
Mervyn M. Dymally High	English Learner	108	37.0%	Low	Lower

2021-2022 English Learner Progress Indicator Medians - CA School Dashboard Indicator					
School Name	**Student Group**	**Number of EL Students with a Performance Level in Both the Current and Prior Year**	**Charter Percentage of English Learner making progress towards English proficiency**	**Charter Status Level**	**Charter to Resident Schools Comparison**
Nava College Preparatory Academy	English Learner	91	47.3%	Medium	Lower
Performing Arts Community at Diego Rivera Learning Complex	English Learner	79	35.4%	Low	Lower
Public Service Community at Diego Rivera Learning Complex	English Learner	72	26.4%	Very Low	Higher
Santee Education Complex	English Learner	190	47.4%	Medium	Lower
Thomas Jefferson Senior High	English Learner	103	45.6%	Low	Lower
Resident Schools Median	**English Learner**	**1,882**	**42.3%**	**Low**	**Lower**

Data Sources: California School 2022 Dashboard Research data files. 2024-2025 Resident Schools used for comparison. 2021-2022 did not report Color, Change, or Change Level.

Wallis Annenberg High 2021-2022 English Learner Progress Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of EL Students with a Performance Level in Both the Current and Prior Year**	**Charter Status Level**	**Charter Percentage of English Learner making progress towards English proficiency**	**Resident Number of EL Students with a Performance Level in Both the Current and Prior Year**	**Resident Schools Median Status Level**	**Resident Median Percentage of English Learner making progress towards English proficiency**	**Charter to Resident Schools Median Comparison**
English Learner	**63**	**Very Low**	**31.7%**	**1,882**	**Low**	**42.3%**	**Lower**

Data Sources: California School 2022 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

2022-2023 English Learner Progress Indicator Medians - CA School Dashboard Indicator							
School Name	**Student Group**	**Number of EL Students with a Performance Level in Both the Current and Prior Year**	**Charter Performance Level (color)**	**Charter Percentage of English Learner making progress towards English proficiency**	**Charter Change**	**Charter Change Level**	**Charter to Resident Schools Comparison**
Wallis Annenberg High	English Learner	83	Green	49.4%	23.4	Increased Significantly	
Resident Schools	**Student Group**	**Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)%**	**Resident Schools Median Change**	**Resident Schools Median Change Level**	**Charter to Resident Comparison (DFS)**
Alain Leroy Locke College Preparatory Academy	English Learner	292	Yellow	38.0%	6.2	Increased	Higher
Augustus Hawkins High	English Learner	241	Orange	33.6%	2.7	Increased	Higher
Communication and Technology at Diego Rivera Learning Complex	English Learner	87	Yellow	41.4%	3.8	Increased	Higher
Diego Rivera Learning Complex Green Design STEAM Academy	English Learner	79	Red	32.9%	-12.0	Declined Significantly	Higher
Dr. Maya Angelou Community High	English Learner	248	Red	20.2%	-22.1	Declined Significantly	Higher
George Washington Preparatory High	English Learner	102	Yellow	43.1%	11.6	Increased Significantly	Higher
John C. Fremont Senior High	English Learner	297	Orange	45.8%	-5.5	Declined	Higher
Manual Arts Senior High	English Learner	216	Orange	39.4%	-8.4	Declined	Higher
Mervyn M. Dymally High	English Learner	131	Yellow	39.7%	2.7	Increased	Higher
Nava College Preparatory Academy	English Learner	81	Green	53.1%	5.8	Increased	Lower

2022-2023 English Learner Progress Indicator Medians - CA School Dashboard Indicator							
School Name	**Student Group**	**Number of EL Students with a Performance Level in Both the Current and Prior Year**	**Charter Performance Level (color)**	**Charter Percentage of English Learner making progress towards English proficiency**	**Charter Change**	**Charter Change Level**	**Charter to Resident Schools Comparison**
Performing Arts Community at Diego Rivera Learning Complex	English Learner	95	Yellow	41.1%	5.6	Increased	Higher
Public Service Community at Diego Rivera Learning Complex	English Learner	80	Yellow	42.5%	16.1	Increased Significantly	Higher
Santee Education Complex	English Learner	251	Red	34.3%	-13.1	Declined Significantly	Higher
Thomas Jefferson Senior High	English Learner	135	Orange	38.5%	-2.0	Declined	Higher
Resident Schools Median	**English Learner**	**2,335**	**Orange**	**39.5%**	**2.7**	**Increased**	**Higher**

Data Sources: California School 2023 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

Wallis Annenberg High 2022-2023 English Learner Progress Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of EL Students with a Performance Level in Both the Current and Prior Year**	**Charter Performance Level (color)**	**Charter Percentage of English Learner making progress towards English proficiency**	**Resident Number of EL Students with a Performance Level in Both the Current and Prior Year**	**Resident Schools Median Color**	**Resident Median Percentage of English Learner making progress towards English proficiency**	**Charter to Resident Schools Median Comparison**
English Learner	**83**	**Green**	**49.4%**	**2,335**	**Orange**	**39.5%**	**Higher**

Data Sources: California School 2023 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

2023-2024 English Learner Progress Indicator Medians - CA School Dashboard Indicator							
School Name	**Student Group**	**Number of EL Students with a Performance Level in Both the Current and Prior Year**	**Charter Performance Level (color)**	**Charter Percentage of English Learner making progress towards English proficiency**	**Charter Change**	**Charter Change Level**	**Charter to Resident Schools Comparison**
Wallis Annenberg High	English Learner	83	Orange	41.0%	-8.4	Declined	
Wallis Annenberg High	Long Term English Learner	73	Orange	45.2%	-9.1	Declined	
Resident Schools	**Student Group**	**Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)%**	**Resident Schools Median Change**	**Resident Schools Median Change Level**	**Charter to Resident Comparison (DFS)**
Alain Leroy Locke College Preparatory Academy	English Learner	272	Red	32.4%	-5.7	Declined	Higher
Alain Leroy Locke College Preparatory Academy	Long Term English Learner	114	Orange	40.4%	-7.9	Declined	Higher
Augustus Hawkins High	English Learner	244	Red	32.4%	-1.2	Maintained	Higher
Augustus Hawkins High	Long Term English Learner	82	Green	47.6%	4.7	Increased	Lower
Communication and Technology at Diego Rivera Learning Complex	English Learner	67	Orange	43.3%	1.9	Maintained	Lower
Communication and Technology at Diego Rivera Learning Complex	Long Term English Learner	28	No Color	60.7%	9.6	Increased	Lower
Diego Rivera Learning Complex Green Design STEAM Academy	English Learner	72	Green	52.8%	19.9	Increased Significantly	Lower

2023-2024 English Learner Progress Indicator Medians - CA School Dashboard Indicator							
School Name	**Student Group**	**Number of EL Students with a Performance Level in Both the Current and Prior Year**	**Charter Performance Level (color)**	**Charter Percentage of English Learner making progress towards English proficiency**	**Charter Change**	**Charter Change Level**	**Charter to Resident Schools Comparison**
Diego Rivera Learning Complex Green Design STEAM Academy	Long Term English Learner	37	Green	59.5%	9.5	Increased	Lower
Dr. Maya Angelou Community High	English Learner	234	Yellow	30.3%	10.2	Increased Significantly	Higher
Dr. Maya Angelou Community High	Long Term English Learner	112	Green	46.4%	21.4	Increased Significantly	Lower
George Washington Preparatory High	English Learner	93	Red	32.3%	-10.9	Declined Significantly	Higher
George Washington Preparatory High	Long Term English Learner	31	Orange	45.2%	-17.3	Declined Significantly	Same
John C. Fremont Senior High	English Learner	327	Orange	37.3%	-8.5	Declined	Higher
John C. Fremont Senior High	Long Term English Learner	117	Orange	51.3%	-4.0	Declined	Lower
Manual Arts Senior High	English Learner	224	Orange	41.1%	1.7	Maintained	Lower
Manual Arts Senior High	Long Term English Learner	53	Green	64.2%	6.8	Increased	Lower
Mervyn M. Dymally High	English Learner	121	Green	46.3%	6.6	Increased	Lower
Mervyn M. Dymally High	Long Term English Learner	54	Green	61.1%	4.0	Increased	Lower

2023-2024 English Learner Progress Indicator Medians - CA School Dashboard Indicator							
School Name	**Student Group**	**Number of EL Students with a Performance Level in Both the Current and Prior Year**	**Charter Performance Level (color)**	**Charter Percentage of English Learner making progress towards English proficiency**	**Charter Change**	**Charter Change Level**	**Charter to Resident Schools Comparison**
Nava College Preparatory Academy	English Learner	86	Red	43.0%	-10.1	Declined Significantly	Lower
Nava College Preparatory Academy	Long Term English Learner	31	Blue	74.2%	11.4	Increased Significantly	Lower
Performing Arts Community at Diego Rivera Learning Complex	English Learner	84	Orange	41.7%	0.6	Maintained	Lower
Performing Arts Community at Diego Rivera Learning Complex	Long Term English Learner	34	Red	41.2%	-10.3	Declined Significantly	Higher
Public Service Community at Diego Rivera Learning Complex	English Learner	68	Green	50.0%	7.5	Increased	Lower
Public Service Community at Diego Rivera Learning Complex	Long Term English Learner	42	Orange	50.0%	-2.1	Declined	Lower
Santee Education Complex	English Learner	258	Red	33.3%	-0.9	Maintained	Higher
Santee Education Complex	Long Term English Learner	139	Orange	36.7%	-3.4	Declined	Higher
Thomas Jefferson Senior High	English Learner	137	Orange	38.7%	0.2	Maintained	Higher
Thomas Jefferson Senior High	Long Term English Learner	41	Blue	58.5%	14.8	Increased Significantly	Lower
Resident Schools Median	**English Learner**	**2,287**	**Orange**	**39.9%**	**0.4**	**Maintained**	**Higher**

2023-2024 English Learner Progress Indicator Medians - CA School Dashboard Indicator							
School Name	**Student Group**	**Number of EL Students with a Performance Level in Both the Current and Prior Year**	**Charter Performance Level (color)**	**Charter Percentage of English Learner making progress towards English proficiency**	**Charter Change**	**Charter Change Level**	**Charter to Resident Schools Comparison**
Resident Schools Median	**Long Term English Learner**	**915**	**Yellow**	**50.6%**	**4.3**	**Increased**	**Lower**

Data Sources: California School 2024 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

Wallis Annenberg High 2023-2024 English Learner Progress Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of EL Students with a Performance Level in Both the Current and Prior Year**	**Charter Performance Level (color)**	**Charter Percentage of English Learner making progress towards English proficiency**	**Resident Number of EL Students with a Performance Level in Both the Current and Prior Year**	**Resident Schools Median Color**	**Resident Median Percentage of English Learner making progress towards English proficiency**	**Charter to Resident Schools Median Comparison**
English Learner	**83**	**Orange**	**41.0%**	**2,287**	**Orange**	**39.9%**	**Higher**
Long Term English Learner	73	Orange	45.2%	915	Yellow	50.6%	Lower

Data Sources: California School 2024 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

ATTACHMENT D

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
WALLIS ANNENBERG HIGH
BOARD OF EDUCATION REPORT 146 – 25/26
November 17, 2025

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2026 until June 30, 2031 to serve up to 600 students in grades 9-12 in each year of the charter term.

II. Summary Description of Current District Practice:
Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:
The approval of this charter petition would renew the charter of Wallis Annenberg High for five (5) years beginning July 1, 2026 until June 30, 2031.

IV. Effects of This Proposal:
The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:
If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

CHRISTINE KAE
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

TAB 19

333 South Beaudry Ave,
Los Angeles, CA 90017

Los Angeles Unified School District

Board of Education Report

File #: Rep-131-25/26, **Version:** 1 **Agenda Date:** 11/17/2025
In Control: Charter Schools Division

Approval of the Renewal Petition for ICEF Innovation Los Angeles Charter [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for ICEF Innovation Los Angeles Charter) Recommends approval of the renewal petition for ICEF Innovation Los Angeles Charter, a Start-Up Independent charter school with a benchmark in the area of academics (ELPI), located in Board District 1 and Region South, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 370 students in grades TK-5 in each year of the charter term.

Action Proposed:
Approve the renewal petition for ICEF Innovation Los Angeles Charter ("Charter School"), a Start-Up Independent charter school with a benchmark in the area of academics (ELPI), located in Board District 1 and Region South, for five (5) years, beginning July 1, 2026 until June 30, 2031, to serve up to 370 students in grades TK-5 in each year of the charter term. The charter school is requesting to reduce enrollment capacity from 450 to 370 students to align with its enrollment projections based on its enrollment trends in the current term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
ICEF Innovation Los Angeles Charter is a TK-5 school currently serving 245 students on a private facility at 5029 S. Vermont Avenue, Los Angeles, CA, 90037 in Board District 1 and Region South. ICEF Innovation Los Angeles Charter was originally approved by the LAUSD Board of Education on July 8, 2008. On September 12, 2017, the charter school was renewed for a five-year term to serve 450 students in grades TK-5. 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 ICEF Innovation Los Angeles Charter expires June 30, 2026.

On August, 21, 2025, ICEF Innovation Los Angeles Charter submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through November 19, 2025.

An initial Public Hearing was held on October 14, 2025.

Based on a comprehensive review and assessment of Charter School's renewal petition application and its record of performance, staff has determined that Charter School has met the requirements for renewal and therefore recommends approval of the renewal petition.

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Due Diligence:
Current ICEF Innovation Los Angeles Charter governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A confidential due diligence review of the charter school and its governing organization, school leader and financial manager, was performed by the Office of the Inspector General, and to the extent any material concerns were identified by the Office of the Inspector General, such information was forwarded to District staff for further assessment.

Statutory Framework and Criteria for Renewal:
A charter school must demonstrate that it is eligible for a renewal of its charter by meeting specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

Criterion 1: The Charter Schools Act provides that renewals are governed by the standards and criteria described in Education Code section 47605 applicable to initial petitions. The first criterion considered in reviewing a renewal petition requires an analysis of the following:

- Whether the petition includes a sound educational program;
- Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
- Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
- Whether the charter school is demonstrably unlikely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions. (The Board may not consider the community impact analysis or District fiscal analysis in determining whether to grant or deny a renewal petition).

Criterion 2: The Board is required to consider the charter school's performance on the California School Dashboard accountability indicators. Education Code sections 47607 and 47607.2 prescribe three-tiers of performance classification in which a charter school falls within one of the following categories - "high," "middle," or "low." The three-tier classification considers a charter school's performance on the California School Dashboard accountability indicators, with an emphasis on the measurements of academic performance.

Criterion 3: Notwithstanding Criterion 1 and 2, the Board must also consider whether the charter school's enrollment or dismissal practices are discriminatory as grounds for nonrenewal. (Ed. Code, § 47607(e).) Additionally, the Board considers whether the charter school has substantial fiscal or governance factors as grounds for nonrenewal. (Ed. Code, § 47607(e).)

Expected Outcomes:
Charter School is expected to operate its school in a manner consistent with Board action, policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms and conditions set forth in Charter School's petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the charter petition.

Board Options and Consequences:

"Yes" - If the Board adopts the recommendation of approval of the renewal charter petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2026.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal charter petition, Charter School would not be authorized to continue operations as a charter school. The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 131, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of Charter School renewal petition.

Policy Implications:
All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact:
State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to

create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:
As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

Issues and Analysis:
If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:
Attachment A - Staff Assessment and Recommendation Report
Attachment B - ICEF Innovation Los Angeles Charter Data Set
Attachment C - Desegregation Impact Statement

Budget, Petition and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1BlTgI0RPyQLvwFfyBCEOfC3lTi919B7e?usp=sharing>

Submitted:
11/06/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Office of the Chief Strategy Officer

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

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STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 131-25/26
November 17, 2025

School Name:	**ICEF Innovation Los Angeles Charter**		BOARD IS REQUIRED TO TAKE ACTION BY: **November 19, 2025**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Inner City Education Foundation**		
Location Code:	**2125**		
Type of Site(s):	**Private**		
Site Address(es):	**5029 S. Vermont Avenue, Los Angeles, CA 90037**		
Board District(s):	**1**	Region(s):	**South**
Grade Levels Served:	**TK-5**	Current Enrollment:	**245**
Grade Levels Authorized in Current Charter:	**TK-5**	Approved Enrollment in Current Charter:	**450 (see proposed change in "Action Proposed" below)**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval with a benchmark for a five (5)-year term (2026-2031)**		
PROPOSED BENCHMARKS:	The following benchmark is proposed for ICEF Innovation Los Angeles Charter for the 2026-2031 charter term: In each year of the charter term, the school shall demonstrate progress on the English Learner Progress Indicator (ELPI) as reported on the California School Dashboard by making progress towards English language proficiency by achieving an Increased or Increased Significantly from the prior year as measured by Change Level; or achieved a percentage of students that are making progress towards English language proficiency that is equal to or higher than the state percentage of students that are making progress. As part of ongoing oversight, the District will review the charter school's performance at its annual oversight visit to determine any appropriate actions, including consideration of the school's progress upon submission of a renewal petition at the end of the term of the charter.		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for ICEF Innovation Los Angeles Charter ("Charter School"), with a benchmark in the area of academics, located in Board District 1 and Region South, for a term of five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 370 students in grades TK-5 in each year of the charter term. The school is requesting to reduce enrollment capacity from 450 to 370 students to align with its enrollment projections based on its enrollment trends in the current term.

II. RENEWAL REQUIREMENTS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
  These criteria have been determined not to be bases for denial.

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)
  These criteria have been determined not to be bases for denial.

Charter Petition Requirement:

In accordance with Education Code section 47611.5, a charter school charter shall contain a declaration regarding whether or not the charter school shall be deemed the exclusive public school employer of the employees at the charter school for the purposes of Section 3540.1 of the Government Code, and that declaration shall not be materially inconsistent with the charter.

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?
  This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	ICEF Innovation Los Angeles Charter
Initial Authorization:	On July 8, 2008, ICEF Innovation Los Angeles Charter, (formerly Frederick Douglas Academy Elementary School and ICEF Elementary School #2) was authorized by the LAUSD Board of Education to serve 268 students in grades K-5.
Most Recent Renewal	The charter was renewed on September 12, 2017 for a five-year term (July 1, 2018 - June 30, 2023) to serve up to 450 students in grades TK-5. 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 ICEF Innovation Los Angeles Charter expires June 30, 2026.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	ICEF Innovation Los Angeles Charter submitted its renewal petition application on August 21, 2025. The 90-day statutory timeline for Board action on the petition runs through November 19, 2025.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	ICEF Innovation Los Angeles Charter implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	ICEF Innovation Los Angeles Charter participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

ICEF Innovation Los Angeles Charter is operated by Inner City Education Foundation, a California nonprofit public benefit corporation that also operates five other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

ICEF Innovation Los Angeles Charter has been identified by the state as a Middle performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard, and whether there was clear and convincing verified data evidence showing the school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School's Dashboard performance was higher than the state in Math, but lower than the state in ELA and on the English Language Progress Indicator (ELPI). The charter school provided two years of verified data, demonstrating one year's progress for All Students and a majority of numerically significant student groups in ELA and Math.

Please see the ICEF Innovation Los Angeles Charter data sets and Verified Data Reports.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels are reported based on the 2021-2022 school year data using one of five Status Levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status Levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Below, the 2023 and 2024 Dashboard Performance Levels (colors) based on two years' data are provided.

ICEF Innovation Los Angeles Charter Dashboard Indicators

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	Low	Low	Medium	Not Applicable	Very High	Not Applicable	Very Low
2022-2023	Orange	Yellow	Blue	Not Applicable	Orange	Not Applicable	Yellow
2023-2024	Yellow	Yellow	Red	Not Applicable	Yellow	Not Applicable	Orange

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

c. English Language Arts Indicator

In 2022 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was lower than the state for All Students and for two of three numerically significant student groups. In 2023 in ELA, the charter school's DFS was lower than the state for All Students, and lower than the state for all numerically significant student groups. In 2024 in ELA, the charter school's DFS was lower than the state for All Students, and higher than the state for two of four numerically significant student groups.

ICEF Innovation Los Angeles Charter - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Low**	**-51.2**	**Low**	**-12.2**	**Lower**
Black or African American	Met	Low	-60.8	Low	-57.7	Lower
Latino	Met	Low	-33.5	Low	-38.6	Higher
Socioeconomically Disadvantaged	Met	Low	-52.3	Low	-41.4	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

ICEF Innovation Los Angeles Charter - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-60.8**	**-9.5**	**Orange**	**-13.6**	**Lower**
Black or African American	Met	Red	-74.2	-13.4	Orange	-59.6	Lower
Latino	Met	Orange	-47.1	-13.5	Orange	-40.2	Lower
Socioeconomically Disadvantaged	Met	Orange	-62.6	-10.3	Orange	-42.6	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

ICEF Innovation Los Angeles Charter - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**-46.0**	**14.7**	**Orange**	**-13.2**	**Lower**
Black or African American	Met	Yellow	-67.3	6.9	Orange	-58.9	Lower
Latino	Met	Yellow	-32.0	15.1	Orange	-39.3	Higher
English Learner	Met	No Performance Color	-35.7	16.9	Orange	-67.6	Higher
Socioeconomically Disadvantaged	Met	Yellow	-47.2	15.4	Orange	-40.9	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

d. Math Indicator

In 2022 in Math, the charter school's DFS was lower than the state for All Students, and higher than the state for the majority of numerically significant student groups. In 2023 and 2024 in Math, the charter school's DFS was lower than the state for All Students, and higher than the state for all numerically significant student groups.

ICEF Innovation Los Angeles Charter - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Low**	**-89.7**	**Low**	**-51.7**	**Lower**
Black or African American	Met	Very Low	-96.3	Very Low	-106.9	Higher
Latino	Met	Low	-77.5	Low	-83.4	Higher
Socioeconomically Disadvantaged	Met	Low	-91.1	Low	-84.0	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

ICEF Innovation Los Angeles Charter - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**-72.6**	**17.1**	**Orange**	**-49.1**	**Lower**
Black or African American	Met	Yellow	-92.3	4.0	Red	-104.5	Higher
Latino	Met	Yellow	-46.5	31.1	Orange	-80.8	Higher
Socioeconomically Disadvantaged	Met	Yellow	-74.3	16.7	Yellow	-80.8	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

ICEF Innovation Los Angeles Charter - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**-56.0**	**16.7**	**Orange**	**-47.6**	**Lower**
Black or African American	Met	Orange	-90.6	1.7	Red	-102.2	Higher
Latino	Met	Yellow	-32.3	14.2	Orange	-79.2	Higher
English Learner	Met	No Performance Color	-27.8	35.4	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Yellow	-57.5	16.9	Orange	-78.2	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's English Learner Progress Rate was lower than the state. In 2023 on the ELPI, the charter school's English Learner progress rate was higher than the state. In 2024 on the ELPI, the charter school's English Learner Progress Rate for English Learner student group was lower than the state's rates.

As noted above, staff is recommending a benchmark in ELPI. In order to increase student outcomes in English Language Proficiency, charter school leaders report providing differentiated instruction tailored to meet the needs of English Language Learners, and intervention support classes.

ICEF Innovation Los Angeles Charter - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Medium	50.0%	Medium	50.3%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

ICEF Innovation Los Angeles Charter - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Blue	67.6%	17.6%	Yellow	48.7%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

ICEF Innovation Los Angeles Charter - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Red	32.7%	-34.9%	Orange	45.7%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

f. College/Career Indicator
Not applicable

g. Chronic Absenteeism Indicator
In 2022 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was lower than the state for All Students and for all numerically significant student groups. In 2023 and 2024 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students and lower than the state for the majority of numerically significant student groups.

h. Graduation Indicator [HS only]
Not applicable

i. Suspension Rate Indicator
In 2022, 2023, and 2024, the charter school's percentage of students suspended at least once was lower than the state for All Students, and for all numerically significant student groups.

j. Dashboard Local Indicators
Staff also considered the Local Indicators (e.g., Basic: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; Access to a Broad Course of Study) which have all been reported as "Met" in 2023 and 2024.

k. Additional Information
Not applicable

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

In accordance with Education Code section 47604.32, the District's Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following four categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1)

Unsatisfactory. Please see below for ICEF Innovation Los Angeles Charter outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Developing*
Concerns	The rating of *Developing* in 2024-2025 was due to overall performance on the California School Dashboard.

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Developing*
Concerns	The rating of *Developing* in 2024-2025 was primarily due to the audit finding disclosed in ICEF Public Schools' 2023-2024 Independent Audit Report, identified as a material weakness related to internal controls over financial reporting. See further details in the Fiscal Management and Performance section below.

VI. VERIFIED DATA

Charter schools satisfying the Middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school's achieved measurable increases in academic achievement, or strong postsecondary outcomes for the timeframe specified in law. (Ed. Code, § 47607.2(b)(3).)

ELA

Charter School provided data for Reading from "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2023-2024 and 2024-2025 ("Final Diagnostic") for All Students and for the following student groups: African American, English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the SBE to be on the verified data list.

Per Education Code section 47607.2 (c)(2), the SBE established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready's publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 221 students were assessed in Reading and 223 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2024-2025 assessment data appears to include at least 95% of eligible students.

For Reading, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 146%. Per the California SBE May 2023 Agenda Item #02, publisher guidance states, "Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers." Therefore, based on i-Ready's Median Progress to Typical Growth targets[1] to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth," Charter School met for All Students in Reading in 2024-2025.

As seen in the table below, Charter School provided the most recent data for five student groups and five student groups demonstrated one year's progress based on i-Ready's Median Progress to Typical Growth Targets in 2024-2025.

i-Ready Diagnostic Growth Reading 2024-2025				
Student Groups	**Number of Students Tested**	**i-Ready Growth Target**	**Reading: Progress to Annual Typical Growth (Median)**	**One Year's Progress**
All Students Grade K-5	221	Grades K-5: 75%	146%	Met
African American	83	Grades K-5: 75%	141%	Met
English Learner	75	Grades K-5: 75%	125%	Met
Latino	142	Grades K-5: 75%	148%	Met
Socioeconomically Disadvantaged	215	Grades K-5: 75%	146%	Met
Students with Disabilities	21	Grades K-5: 75%	112%	Met

*Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Charter School also submitted verified data using i-Ready for the 2023-2024 school year. Based on i-Ready's Median Progress to Typical Growth targets, Charter School met the one year's progress for All Students and all five student groups in Reading in 2023-2024.

MATH

Charter School provided data for Math from an "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2023-2024 and 2024-2025 ("Final Diagnostic") for All Students and for the following student groups: African American, English Learner, Latino, Socioeconomically Disadvantaged,

[1] In 2023, Curriculum Associates revised typical growth targets in Reading to be 75% in Grades K-5 and 45% in Grades 6-8.

and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

Per Education Code section 47607.2 (c)(2), the SBE established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready's publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 221 students were assessed in Math and 223 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2024-2025 assessment data appears to include at least 95% of eligible students.

For Math, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 119%. Based on i-Ready's Median Progress to Typical Growth targets[2] to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth," Charter School met for All Students in Math in 2024-2025.

As seen in the table below, Charter School provided the most recent data for five student groups and five student groups demonstrated one year's progress based on i-Ready's Median Progress to Typical Growth Targets in 2024-2025.

i-Ready Diagnostic Growth Math 2024-2025				
Student Groups	**Number of Students Tested**	**i-Ready Growth Target**	**Math: Progress to Annual Typical Growth (Median)**	**One Year's Progress**
All Students Grade K-5	221	Grades K-5: 80%	119%	Met
African American	83	Grades K-5: 80%	100%	Met
English Learner	75	Grades K-5: 80%	130%	Met
Latino	142	Grades K-5: 80%	132%	Met
Socioeconomically Disadvantaged	215	Grades K-5: 80%	120%	Met
Students with Disabilities	21	Grades K-5: 80%	147%	Met

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Charter School also submitted verified data using i-Ready for the 2023-2024 school year. Based on i-Ready's Median Progress to Typical Growth targets, Charter School met the one year's progress for All Students and for four (4) of the school's five (5) student groups in Math in 2023-2024.

Based on the review and consideration of verified data, ICEF Innovation Los Angeles Charter included two years of data, including schoolwide and student group reports (African American, English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) for both ELA and Math. In 2023-2024 and 2024-2025, ICEF Innovation Los Angeles Charter appears to have met 95 percent participation rate for schoolwide and all numerically significant student groups.

[2] i-Ready Median Progress to Typical Growth targets in Math are 80% in Grades K-5 and 60% in Grades 6-8.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

ICEF Innovation Los Angeles Charter's fiscal condition is positive and has been upward trending since the 2020-2021 fiscal year.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Unaudited Actuals)
Net Assets	$1,437,737	$1,469,546	$1,695,977	$2,154,435	$2,274,699
Net Income/Loss	$701,509	$31,809	$226,431	$458,458	$120,264
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment [A]	252	264	250	253	233

[A] ICEF Innovation Los Angeles Charter reported 245 Norm Enrollment for Fiscal Year 2025-2026. ICEF Innovation Los Angeles Charter proposes to decrease its enrollment capacity to 370 for its renewal charter term. See Section **I. ACTION PROPOSED** above. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

b. 2023-2024 Independent Audit Report

Audit Opinion: Unmodified/Unqualified
Material Weaknesses: Yes. See the description below.
Deficiencies/Findings: Yes. See the description below.
Lack of a Going Concern: None Reported

ICEF Public Schools' independent audit report for the fiscal year ending June 30, 2024, identified a material weakness in internal controls over financial reporting, specifically relating to the closing process. Additionally, the audit disclosed one state compliance-related audit finding without questioned costs, which was identified as a significant deficiency in the After/Before School Education and Safety (ASES) Program for ICEF Vista Elementary Academy only (not applicable to ICEF Innovation Los Angeles Charter). The charter operator has initiated corrective actions with specific steps to address the audit findings above. The CSD will continue to monitor these issues through its oversight process, including a review of ICEF Public Schools' 2024-2025 independent audit report to evaluate the implementation of corrective actions.

c. Other Significant Fiscal Information

The financial condition of the charter operator is summarized in the table below.

Inner City Education Foundation (ICEF) Public Schools					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
7[1]	6[1]	$29,589,325	$2,739,375	$412,152	($137,555)[2]

[1] Aside from ICEF Innovation Los Angeles Charter, ICEF Public Schools operates five (5) other LAUSD-authorized schools: ICEF View Park Preparatory Elementary, ICEF View Park Preparatory High, ICEF View Park Preparatory Middle, ICEF Vista Elementary Academy, and ICEF Vista Middle Academy. ICEF Public Schools operates one additional Southern California school: ICEF Inglewood Elementary Charter Academy (authorized by Inglewood Unified School District).

[2] As documented in ICEF charter schools' Fiscal Years 2022-2023 and 2023-2024 Annual Performance-Based Oversight Reports, respectively, the ICEF Home Office's reported net losses in prior years were primarily due to delayed expense allocations between the Home Office and its charter schools. ICEF Public Schools informed the CSD that it has since implemented new systems to ensure expenses are properly allocated before payments are made. Despite the loss, the ICEF Home Office maintained a positive net ending fund balance of $412,152 as of June 30, 2024. The CSD was further informed that, as a general practice, ICEF aims to operate the Home Office at a breakeven level in order to maximize funds available for supporting school programs.

ATTACHMENT B

ICEF Innovation Los Angeles Charter

Board District: 1 | Region: South | Location Code: 2125

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023							Dashboard 2024							
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	100%	125	-51.2	Low	-12.2	Lower	100%	114	-60.8	-9.5	Declined	Orange	-13.6	Lower	100%	116	-46.0	14.7	Increased	Yellow	-13.2	Lower
African American/Black	100%	78	-60.8	Low	-57.7	Lower	100%	61	-74.2	-13.4	Declined	Red	-59.6	Lower	100%	43	-67.3	6.9	Increased	Yellow	-58.9	Lower
English Learner	100%	25	-15.8	Low	-61.2	--	100%	24	-52.5	-36.7	Declined Significantly	--	-67.7	--	100%	35	-35.7	16.9	Increased Significantly	--	-67.6	Higher
Homeless Youth	100%	7	*	*	-62.9	*	100%	6	*	*	*	*	-67.9	*	100%	14	-76.0	--	--	--	-70.4	--
Latino	100%	44	-33.5	Low	-38.6	Higher	100%	51	-47.1	-13.5	Declined	Orange	-40.2	Lower	100%	71	-32.0	15.1	Increased Significantly	Yellow	-39.3	Higher
Socioeconomically Disadvantaged	100%	123	-52.3	Low	-41.4	Lower	100%	112	-62.6	-10.3	Declined	Orange	-42.6	Lower	100%	114	-47.2	15.4	Increased Significantly	Yellow	-40.9	Lower
Students with Disabilities	100%	20	-94.1	Very Low	-97.3	--	100%	22	-116.5	-22.4	Declined Significantly	--	-96.3	--	100%	17	-59.5	56.9	Increased Significantly	--	-95.6	--

Data Sources: California School Dashboard Research data files.

ICEF Innovation Los Angeles Charter

Board District: 1 | Region: South | Location Code: 2125

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023								Dashboard 2024						
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	100%	125	-89.7	Low	-51.7	Lower	100%	114	-72.6	17.1	Increased Significantly	Yellow	-49.1	Lower	100%	120	-56.0	16.7	Increased Significantly	Yellow	-47.6	Lower
African American/Black	100%	78	-96.3	Very Low	-106.9	Higher	100%	61	-92.3	4.0	Increased	Yellow	-104.5	Higher	100%	43	-90.6	1.7	Maintained	Orange	-102.2	Higher
English Learner	100%	25	-78.9	Low	-92.0	--	100%	24	-63.3	15.7	Increased Significantly	--	-93.4	--	100%	39	-27.8	35.4	Increased Significantly	--	-93.4	Higher
Homeless Youth	100%	7	*	*	-101.8	*	100%	6	*	*	*	*	-101.3	*	100%	14	-87.5	--	--	--	-106.0	--
Latino	100%	44	-77.5	Low	-83.4	Higher	100%	51	-46.5	31.1	Increased Significantly	Yellow	-80.8	Higher	100%	75	-32.3	14.2	Increased	Yellow	-79.2	Higher
Socioeconomically Disadvantaged	100%	123	-91.1	Low	-84.0	Lower	100%	112	-74.3	16.7	Increased Significantly	Yellow	-80.8	Higher	100%	118	-57.5	16.9	Increased Significantly	Yellow	-78.2	Higher
Students with Disabilities	100%	20	-149.2	Very Low	-130.8	--	100%	22	-139.4	9.8	Increased	--	-127.3	--	100%	17	-65.8	73.6	Increased Significantly	--	-124.3	--

Data Sources: California School Dashboard Research data files.

ICEF Innovation Los Angeles Charter

Board District: 1 | Region: South | Location Code: 2125

CA School Dashboard: English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school for all student groups in grades 1-12. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator

	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	Students	ELPI	Status Level	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State
English Learner	34	50.0%	Medium	50.3%	Lower	37	67.6%	17.6	Increased Significantly	Blue	48.7%	Higher	49	32.7%	-34.9	Declined Significantly	Red	45.7%	Lower

Student English Language Acquisition Results Summative ELPAC

		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2022	EL	50.0%	0%	26.5%	23.5%	47.5%	2.8%	31.4%	18.3%
2023	EL	67.6%	0%	18.9%	13.5%	45.7%	2.3%	32.2%	18.3%
2024	EL	32.7%	0%	46.9%	20.4%	43.2%	1.9%	34.4%	19.1%

Districts and schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard). For each district and school that does not meet the 95 percent target, the minimum number of students needed to reach a participation rate of at least 95 percent is determined. The resulting number of students will be counted as not making progress in the current ELPI Status calculation.

Summative ELPAC Participation Rate Report

		School				State of California			
End Year	Student Group	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%
2022	EL	51	53	96.2%	Y	1,052,513	1,088,734	96.7%	Y
2023	EL	66	66	100.0%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	--	--	--	--	193,182	202,530	95.4%	Y
2024	EL	74	74	100.0%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	--	--	--	--	182,603	190,459	95.9%	Y

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CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	Chronic Absenteeism	Status Level	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	277	27.4%	Very High	30.0%	Lower	258	26.4%	-1.1	Declined	Orange	24.3%	Higher	262	19.5%	-6.9	Declined Significantly	Yellow	18.6%	Higher
African American/Black	137	38.7%	Very High	42.9%	Lower	114	40.4%	1.7	Increased	Red	36.4%	Higher	102	33.3%	-7.0	Declined	Orange	31.3%	Higher
English Learner	63	22.2%	Very High	33.6%	Lower	70	18.6%	-3.7	Declined	Yellow	26.3%	Lower	87	10.3%	-8.2	Declined	Yellow	20.1%	Lower
Foster Youth	11	27.3%	Very High	42.1%	--	4	*	*	*	*	33.6%	*	5	*	*	*	*	30.5%	*
Homeless Youth	22	54.5%	Very High	45.1%	--	24	33.3%	-21.2	Declined	--	38.7%	--	40	25.0%	-8.3	Declined	--	32.7%	Lower
Latino	136	16.9%	High	35.8%	Lower	142	14.8%	-2.1	Declined	Yellow	28.4%	Lower	158	10.8%	-4.0	Declined Significantly	Yellow	21.7%	Lower
Socioeconomically Disadvantaged	271	27.7%	Very High	37.4%	Lower	250	26.8%	-0.9	Declined	Orange	29.9%	Lower	255	19.6%	-7.2	Declined Significantly	Yellow	23.4%	Lower
Students with Disabilities	42	31.0%	Very High	39.6%	Lower	47	27.7%	-3.3	Declined	Orange	33.1%	Lower	40	10.0%	-17.7	Declined	Green	26.3%	Lower

Data Sources: California School Dashboard Research data files.

ICEF Innovation Los Angeles Charter

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CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																			
	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	Students	Suspension Rate	Status Level	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State
All Students	283	0.4%	Very Low	3.1%	Lower	264	0.8%	0.4	Increased	Yellow	3.5%	Lower	271	1.1%	0.3	Increased	Orange	3.2%	Lower
African American/Black	139	0.7%	Low	7.9%	Lower	119	0.8%	0.1	Maintained	Green	8.8%	Lower	107	2.8%	2.0	Increased	Orange	8.4%	Lower
English Learner	64	0.0%	Very Low	3.2%	Lower	71	1.4%	1.4	Increased	Orange	3.7%	Lower	89	0.0%	-1.4	Declined	Blue	3.4%	Lower
Foster Youth	12	0.0%	Very Low	12.4%	--	4	*	*	*	*	13.6%	*	5	*	*	*	*	13.2%	*
Homeless Youth	22	0.0%	Very Low	5.5%	--	26	0.0%	0.0	Maintained	--	6.5%	--	41	2.4%	2.4	Increased	--	5.7%	Lower
Latino	140	0.0%	Very Low	3.3%	Lower	143	0.7%	0.7	Increased	Yellow	3.8%	Lower	162	0.0%	-0.7	Declined	Blue	3.4%	Lower
Socioeconomically Disadvantaged	276	0.4%	Very Low	4.0%	Lower	256	0.8%	0.4	Increased	Yellow	4.5%	Lower	264	1.1%	0.4	Increased	Orange	4.0%	Lower
Students with Disabilities	43	2.3%	Medium	5.4%	Lower	48	2.1%	-0.2	Maintained	Yellow	5.9%	Lower	41	4.9%	2.8	Increased	Orange	5.4%	Lower

Data Sources: California School Dashboard Research data files.

ICEF Innovation Los Angeles Charter

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Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group						
	2023-2024			2024-2025		
Student Group	**School**	**Los Angeles Unified**	**State of California**	**School**	**Los Angeles Unified**	**State of California**
Enrollment	254	529,902	5,837,690	237	516,685	5,806,221
F/R Meal	97.2%	80.6%	61.6%	98.3%	81.9%	62.7%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A
English Learner	31.5%	20.1%	18.4%	31.6%	18.6%	17.4%
Foster Youth	2.0%	0.6%	0.5%	1.3%	0.5%	0.5%
Homeless Youth	13.4%	2.1%	3.6%	16.5%	2.7%	4.0%
Socioeconomically Disadvantaged	97.2%	81.3%	62.7%	98.7%	82.4%	63.6%
Students w/ Disabilities	14.6%	14.8%	13.7%	12.7%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	39.4%	7.3%	4.9%	36.7%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.0%	3.4%	9.9%	0.0%	3.3%	10.1%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%
Latino	59.4%	73.8%	56.1%	63.3%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.8%	0.2%	0.4%	0.0%	0.2%	0.4%
White	0.0%	9.8%	20.3%	0.0%	9.7%	20.0%
Two or More Races	0.0%	2.0%	4.6%	0.0%	2.1%	4.8%
Not Reported	0.4%	1.8%	1.1%	0.0%	2.2%	1.2%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp

ICEF Innovation Los Angeles Charter

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Long-Term English Learners (LTEL) and “At-Risk”

Note: The “EL Total” column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the “English Learners” heading. The “Total (Ever-EL)” column displays the summed total of the data in the “RFEP” column plus the data in the four columns under the “English Learners” heading OR the data in the “EL Total” column, but not both. The percent values displayed in this report are calculated as a percent of the “Total (Ever-EL)” which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	0	0.0%	17,921	7.3%	226,508	11.1%	0	0.0%	15,302	6.5%	211,186	10.6%	0	0.0%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	6	7.3%	17,295	7.1%	144,189	7.1%	9	9.3%	15,717	6.7%	136,188	6.8%	14	13.7%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	53	64.6%	60,457	24.7%	505,486	24.8%	67	69.1%	60,574	25.7%	519,651	26.0%	56	54.9%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	6	7.3%	18,850	7.7%	236,319	11.6%	4	4.1%	14,725	6.2%	207,768	10.4%	5	4.9%	13,775	6.2%	178,306	9.3%
EL Total	65	79.3%	114,523	46.8%	1,112,502	54.5%	80	82.5%	106,318	45.0%	1,074,793	53.8%	75	73.5%	95,959	43.3%	1,009,030	52.6%
RFEP	17	20.7%	130,377	53.2%	927,694	45.5%	17	17.5%	129,789	55.0%	924,422	46.2%	27	26.5%	125,465	56.7%	909,298	47.4%
Total Ever EL	82	100.0%	244,900	100.0%	2,040,196	100.0%	97	100.0%	236,107	100.0%	1,999,215	100.0%	102	100.0%	221,424	100.0%	1,918,328	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesltel.asp

ICEF Innovation Los Angeles Charter

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Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by Local Education Agencies (LEAs). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. High Incidence is defined as students in the Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment categories. Low Incidence Students are defined as those in the Autism, Deafness, Emotional Disturbance, Hard of Hearing, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, and Visual Impairment categories.

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	254			529,902			237			516,685		
Students with Disabilities	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	37	100%	14.6%	78,319	100%	14.8%	30	100%	12.7%	80,505	100%	15.6%
High Incidence	35	94.6%	13.8%	52,153	66.6%	9.8%	27	90%	11.4%	52,412	65.1%	10.1%
Low Incidence	2	5.4%	0.8%	26,162	33.4%	4.9%	3	10%	1.3%	28,084	34.9%	5.4%
Autism	2	5.4%	0.8%	18,713	23.9%	3.5%	3	10%	1.3%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Emotional Disturbance	0	0%	0%	1,148	1.5%	0.2%	0	0%	0%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	0	0%	0%	971	1.2%	0.2%	0	0%	0%	931	1.2%	0.2%
Intellectual Disability	0	0%	0%	3,393	4.3%	0.6%	0	0%	0%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	2	5.4%	0.8%	10,930	14%	2.1%	3	10%	1.3%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0%	0%	533	0.7%	0.1%	0	0%	0%	434	0.5%	0.1%
Specific Learning Disability	11	29.7%	4.3%	29,615	37.8%	5.6%	12	40%	5.1%	29,368	36.5%	5.7%
Speech or Language Impairment	22	59.5%	8.7%	11,608	14.8%	2.2%	12	40%	5.1%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	0	0%	0%	185	0.2%	0%	0	0%	0%	175	0.2%	0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

ATTACHMENT C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
ICEF Innovation Los Angeles Charter
BOARD OF EDUCATION REPORT 131 – 25/26
November 17, 2025

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2026 until June 30, 2031 to serve up to 370 students in grades TK-5 in each year of the charter term.

II. Summary Description of Current District Practice:
Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:
The approval of this charter petition would renew the charter of ICEF Innovation Los Angeles Charter for five (5) years beginning July 1, 2026 until June 30, 2031.

IV. Effects of This Proposal:
The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:
If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

FABIOLA GARCIA DE ALBA
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Service

TAB 20

333 South Beaudry Ave,
Los Angeles, CA 90017

Los Angeles Unified School District

Board of Education Report

File #: Rep-126-25/26, **Version:** 1 **Agenda Date:** 11/17/2025
In Control: Charter Schools Division

Approval of the Renewal Petition for City Language Immersion Charter [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for City Language Immersion Charter) Recommends approval of the renewal petition for City Language Immersion Charter, a Start-Up Independent charter school with benchmarks in the areas of academics (ELA for English Learners; and ELPI), located in Board District 1 and Region West, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 432 students in grades TK-5 in each year of the charter term.

Action Proposed:
Approve the renewal petition for City Language Immersion Charter ("Charter School"), a Start-Up Independent charter school with benchmarks in the areas of academics (ELA for English Learners; and ELPI), located in Board District 1 and Region West, for five (5) years, beginning July 1, 2026 until June 30, 2031, to serve to up 432 students in grades TK-5 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:
City Language Immersion Charter is a TK-5 school currently serving 358 students on a private facility at 4001 Venice Blvd., Los Angeles, CA, 90019 in Board District 1 and Region West. City Language Immersion Charter was originally approved by the LAUSD Board of Education on January 15, 2013. On November 7, 2017, the charter school was renewed for a five-year term to serve 432 students in grades TK-5. 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 City Language Immersion Charter expires June 30, 2026.

On August 21, 2025, City Language Immersion Charter submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through November 19, 2025.

An initial Public Hearing was held on October 14, 2025.

Based on a comprehensive review and assessment of Charter School's renewal petition application and its record of performance, staff has determined that Charter School has met the requirements for renewal and therefore recommends approval of the renewal petition.

Due Diligence:
Current City Language Immersion Charter governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A confidential due

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diligence review of the charter school and its governing organization, school leader and financial manager, was performed by the Office of the Inspector General, and to the extent any material concerns were identified by the Office of the Inspector General, such information was forwarded to District staff for further assessment.

Statutory Framework and Criteria for Renewal:
A charter school must demonstrate that it is eligible for a renewal of its charter by meeting specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

Criterion 1: The Charter Schools Act provides that renewals are governed by the standards and criteria described in Education Code section 47605 applicable to initial petitions. The first criterion considered in reviewing a renewal petition requires an analysis of the following:

- Whether the petition includes a sound educational program;
- Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
- Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
- Whether the charter school is demonstrably unlikely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions. (The Board may not consider the community impact analysis or District fiscal analysis in determining whether to grant or deny a renewal petition).

Criterion 2: The Board is required to consider the charter school's performance on the California School Dashboard accountability indicators. Education Code sections 47607 and 47607.2 prescribe three-tiers of performance classification in which a charter school falls within one of the following categories - "high," "middle," or "low." The three-tier classification considers a charter school's performance on the California School Dashboard accountability indicators, with an emphasis on the measurements of academic performance.

Criterion 3: Notwithstanding Criterion 1 and 2, the Board must also consider whether the charter school's enrollment or dismissal practices are discriminatory as grounds for nonrenewal. (Ed. Code, § 47607(e).) Additionally, the Board considers whether the charter school has substantial fiscal or governance factors as grounds for nonrenewal. (Ed. Code, § 47607(e).)

Expected Outcomes:
Charter School is expected to operate its school in a manner consistent with Board action, policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms and conditions set forth in Charter School's petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the charter petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal charter petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2026.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny

the renewal charter petition, Charter School would not be authorized to continue operations as a charter school. The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 126-25/26, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of Charter School renewal petition.

Policy Implications:
All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact:
State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the

unspent special education funds of the previous fiscal year.
In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:
As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Polic*y*, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

Issues and Analysis:
If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:
Attachment A - Staff Assessment and Recommendation Report
Attachment B - City Language Immersion Charter Data Set
Attachment C - Desegregation Impact Statement

Budget, Petition, and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1wxM_-jbHTq1RkzE--4_R2V5CcMTRnAmF?usp=sharing>

Submitted:
11/06/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Office of the Chief Strategy Officer

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT

RENEWAL PETITION

Board of Education Report 126-25/26
November 17, 2025

School Name:	**City Language Immersion Charter**		BOARD IS REQUIRED TO TAKE ACTION BY: **November 19, 2025**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**New Los Angeles Charter School**		
Location Code:	**2271**		
Type of Site(s):	**Private**		
Site Address(es):	**4001 Venice Blvd., Los Angeles, CA 90019**		
Board District(s):	**1**	Region(s):	**West**
Grade Levels Served:	**TK-5**	Current Enrollment:	**358**
Grade Levels Authorized in Current Charter:	**TK-5**	Approved Enrollment in Current Charter:	**432**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval with benchmarks for a five (5)-year term (2026-2031)**		
PROPOSED BENCHMARKS:	The following benchmarks are proposed for City Language Immersion Charter for the 2026-2031 charter term: 1. In each year of the charter term, Charter School shall demonstrate academic growth in English Language Arts (ELA) for English Learners as reported on the California School Dashboard ELA Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level or achieved a DFS that is equal to or higher than their respective student group state average DFS. 2. In each year of the charter term, Charter School shall demonstrate progress on the English Learner Progress Indicator (ELPI) as reported on the California School Dashboard by making progress towards English language proficiency by achieving an Increased or Increased Significantly from the prior year as measured by Change Level; or achieved a percentage of students that are making progress towards English language proficiency that is equal to or higher than the state percentage of students that are making progress. As part of ongoing oversight, the District will review the charter school's performance at its annual oversight visit to determine any appropriate actions, including consideration of the charter school's progress upon submission of a renewal petition at the end of the term of the charter.		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for City Language Immersion Charter ("CLIC" or "Charter School"), with benchmarks in the area of academics, located in Board District 1 and Region West, for a term of five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 432 students in grades TK-5 in each year of the charter term.

II. RENEWAL REQUIREMENTS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
  These criteria have been determined not to be bases for denial.

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)
  These criteria have been determined not to be bases for denial.

Charter Petition Requirement:

In accordance with Education Code section 47611.5, a charter school charter shall contain a declaration regarding whether or not the charter school shall be deemed the exclusive public school employer of the employees at the charter school for the purposes of Section 3540.1 of the Government Code, and that declaration shall not be materially inconsistent with the charter.

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?
  This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	City Language Immersion Charter
Initial Authorization:	On January 15, 2013, City Language Immersion Charter (formerly named City Charter Elementary School) was authorized by the LAUSD Board of Education to serve 408 students in grades K-5.
Most Recent Renewal	The charter was renewed on November 7, 2017 for a five-year term (July 1, 2018 - June 30, 2023) to serve up to 432 students in grades TK-5. 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 City Language Immersion Charter expires June 30, 2026.
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on March 27, 2023, to transfer governance and operations to New Los Angeles Charter School and revise CLIC's governance structure and related charter elements.
Board Benchmarks in Current Charter Term:	On November 7, 2017, as part of the school's most recent renewal, the LAUSD Board of Education issued the following academic and operational benchmarks to CLIC: 1. Charter School shall provide a plan to the Charter Schools Division, within 30 days, which will address the needs of At-Risk English Learners, supporting them in reclassifying. 2. Charter School shall provide a plan to the Charter Schools Division, within 30 days, which will address the school's systemic improvements for accurate and timely reporting into CALPADS. The plan address how this system will be accessible without interruption in the case of staff changes. 3. Charter School shall submit written evidence to the Charter Schools Division annually no later than June 1 of accurate and timely reporting into CALPADS. 4. Charter School must provide an annual update to the Charter Schools Division by June 1 of each year of the charter term demonstrating its progress related to the following in the context of its 90:10 Dual Language model: The school will increase the percentage of English Learners demonstrating English Language Proficiency as measured by reclassification rates at a rate equal or higher than the District Average. Please see the "Additional Information" section below.

	City Language Immersion Charter
Submission of Renewal Petition Application:	CLIC submitted its renewal petition application on August 21, 2025. The 90-day statutory timeline for Board action on the petition runs through November 19, 2025.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	CLIC implements the District's Master Plan for English Learners and Standard English Learners.
Special Education SELPA	CLIC participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

City Language Immersion Charter is operated by New Los Angeles Charter School, a California nonprofit public benefit corporation that also operates two other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

CLIC has been identified by the state as a Middle performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard, and whether there was clear and convincing verified data evidence showing the school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School's Dashboard performance was higher than the state in Math, but lower in ELA and English Language Progress Indicator (ELPI). The charter school provided three years of verified data, demonstrating one year's progress for All Students and a majority of student groups in ELA, in two of the three years.

Please see the City Language Immersion Charter data sets and Verified Data Reports.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels are reported based on the 2021-2022 school year data using one of five Status Levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status Levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Below, the 2023 and 2024 Dashboard Performance Levels (colors) based on two years' data are provided.

City Language Immersion Charter Dashboard Indicators

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	Medium	Medium	High	Not Applicable	Very High	Not Applicable	Very Low
2022-2023	Orange	Orange	Red	Not Applicable	Orange	Not Applicable	Blue
2023-2024	Orange	Orange	Red	Not Applicable	Red	Not Applicable	Green

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

c. English Language Arts Indicator

In 2022 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was higher than the state for All Students and for all four numerically significant student groups. In 2023 in ELA, the charter school's DFS was higher than the state for All Students, and lower than the state for two of three numerically significant student groups. In 2024 in ELA, the charter school's DFS was lower than the state for All Students and for all three numerically significant student groups.

As noted above, staff is recommending a benchmark in ELA for the English Learner student group. In order to increase student outcomes in this area, charter school leaders report providing regular six to eight week assessment cycles with structured data analysis, and ongoing training on balanced literacy in dual immersion contexts. Additionally, the charter school provides parent workshops and language development resources for parents.

City Language Immersion Charter - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Medium**	**6.0**	**Low**	**-12.2**	**Higher**
Black or African American	Met	Medium	6.7	Low	-57.7	Higher
Latino	Met	Low	-17.1	Low	-38.6	Higher
English Learner	Met	Low	-53.2	Low	-61.2	Higher
Socioeconomically Disadvantaged	Met	Low	-24.5	Low	-41.4	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

City Language Immersion Charter - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-11.7**	**-17.7**	**Orange**	**-13.6**	**Higher**
Latino	Met	Orange	-34.1	-17.0	Orange	-40.2	Higher
English Learner	Met	Orange	-69.8	-16.6	Orange	-67.7	Lower
Socioeconomically Disadvantaged	Met	Orange	-55.1	-30.6	Orange	-42.6	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

City Language Immersion Charter - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-21.8**	**-10.1**	**Orange**	**-13.2**	**Lower**
Latino	Met	Orange	-40.4	-6.3	Orange	-39.3	Lower
English Learner	Met	Red	-75.1	-5.3	Orange	-67.6	Lower
Socioeconomically Disadvantaged	Met	Yellow	-50.6	4.5	Orange	-40.9	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

d. Math Indicator

In 2022, 2023, and 2024 in Math, the charter school's DFS was higher than the state for All Students and all numerically significant student groups.

City Language Immersion Charter - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Medium**	**-17.9**	**Low**	**-51.7**	**Higher**
Black or African American	Met	Low	-39.4	Very Low	-106.9	Higher
Latino	Met	Low	-40.7	Low	-83.4	Higher
English Learner	Met	Low	-64.8	Low	-92.0	Higher
Socioeconomically Disadvantaged	Met	Low	-56.0	Low	-84.0	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

City Language Immersion Charter - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-37.3**	**-19.4**	**Orange**	**-49.1**	**Higher**
Latino	Met	Orange	-56.9	-16.2	Orange	-80.8	Higher
English Learner	Met	Orange	-83.1	-18.2	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Orange	-76.6	-20.6	Yellow	-80.8	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

City Language Immersion Charter - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-36.2**	**1.2**	**Orange**	**-47.6**	**Higher**
Latino	Met	Orange	-54.4	2.5	Orange	-79.2	Higher
English Learner	Met	Yellow	-72.1	10.9	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Yellow	-62.7	13.9	Orange	-78.2	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's English Learner Progress Rate was higher than the state. In 2023 and 2024 on the ELPI, the charter school's English Learner Progress Rate was lower than the state.

As noted above, staff is recommending a benchmark in ELPI. In order to increase student outcomes in this area, charter school leaders report providing daily designated English Language Development (ELD) blocks, strengthening the ELD scope and sequence aligned with the state standards, providing integrated ELD professional development, implementing interim English Language Proficiency Assessments for California (ELPAC) assessments three times yearly, regular data analysis and progress monitoring, and providing parent resources.

City Language Immersion Charter - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	High	57.7%	Medium	50.3%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

City Language Immersion Charter - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Red	40.8%	-17%	Yellow	48.7%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

City Language Immersion Charter - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Red	30.2%	-10.6%	Orange	45.7%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

f. College/Career Indicator

Not applicable

g. Chronic Absenteeism Indicator

In 2022 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students and lower than the state for all six numerically significant student groups. In 2023 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was lower than the state for All Students, and for all six numerically significant student groups. In 2024 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students, and for four of five numerically significant student groups.

In 2023, CLIC's chronic absenteeism rate shows as 0% for All Students and all student groups. The charter school leaders report there was a reporting error between the charter school's student information system and CALPADS so this data point is inaccurate and cannot be

corrected. This data error impacted the 2024 results in that it showed increased/increased significantly for All Students and student groups.

In order to increase student outcomes in this area, charter school leaders report taking actions including, but not limited to, the following: informing parents about the importance of regular attendance through attendance meetings and mass communications, implementing attendance incentives (e.g. "Excellent Attendance Awards"), using tiered intervention including sending attendance letters, holding attendance meetings, and School Attendance Review Team (SART) meetings, and monitoring chronic absenteeism data on a monthly basis.

h. Graduation Indicator [HS only]
Not applicable

i. Suspension Rate Indicator
In 2022, 2023 and 2024, the charter school's percentage of students suspended at least once was lower than the state for All Students, and for all numerically significant student groups.

j. Dashboard Local Indicators
Staff also considered the Local Indicators (e.g., Basic: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; Access to a Broad Course of Study) which have all been reported as "Met" in 2023 and 2024.

k. Additional Information
City Language Immersion Charter offers a 90/10 Dual Immersion program in English and Spanish.

As noted above, City Language Immersion Charter has four (4) benchmarks related to academics and operations in its current term. The following summarizes the outcomes of each benchmark for each of the seven years (2018-2019 through 2024-2025) of the current charter term.

Benchmark 1: *Charter School shall provide a plan to the Charter Schools Division, within 30 days, which will address the needs of At-Risk English Learners, supporting them in reclassifying.*

Benchmark 1 was met in 2018.

Benchmark 2: *Charter School shall provide a plan to the Charter Schools Division, within 30 days, which will address the school's systemic improvements for accurate and timely reporting into CALPADS. The plan address how this system will be accessible without interruption in the case of staff changes.*

Benchmark 2 was met in 2018.

Benchmark 3: *Charter School shall submit written evidence to the Charter Schools Division annually no later than June 1 of accurate and timely reporting into CALPADS.*

Benchmark 3: CALPADS Accurate and Timely Reporting						
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Met	Met	Met	Met	Not Met[1]	Met	Met

Benchmark 3 was met in six years (2018-2019, 2019-2020, 2020-2021, 2021-2022, 2023-2024, and 2024-2025) and not met in one year (2022-2023).

Benchmark 4: *Charter School must provide an annual update to the Charter Schools Division by June 1 of each year of the charter term demonstrating its progress related to the following in the context of its 90:10 Dual Language model: The school will increase the percentage of English Learners demonstrating English Language Proficiency as measured by reclassification rates at a rate equal or higher than the District Average.*

Benchmark 4: English Learner Reclassification Rate						
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Not Met	Not Met	Not Met	No Update	No Update	No Update	No Update

Benchmark 4 was not met in three years (2018-2019, 2019-2020, and 2020-2021) and no update for four years (2021-2022, 2022-2023, 2023-2024, and 2024-2025) given official reclassification rates were not available.

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 CLIC outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

[1] The charter school leaders report there was a reporting error between the charter school's student information system and CALPADS. See section g. Chronic Absenteeism Indicator for more information.

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	*Developing*
2024-2025	*Developing*
Concerns	The rating of *Developing* in 2023-2024 and 2024-2025 was based on CA School Dashboard Indicators including ELA, Math, ELPI, and Chronic Absenteeism, outcomes.

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2023-2024	*Developing*
2024-2025	*Proficient*
Concerns	The rating of *Developing* in 2023-2024 was based on noncompliance with credentialing and appropriate assignments.

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	*Developing*
2024-2025	*Accomplished*
Concerns	The rating of *Developing* in 2023-2024 was primarily due to the late submission of CLIC's 2022-2023 annual independent audit report by City Charter Schools (the previous charter operator prior to the governance transfer to New Los Angeles). LAUSD received this audit report on July 26, 2024. See further details in the Fiscal Management and Performance section below.

VI. VERIFIED DATA

Charter schools satisfying the Middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school's achieved measurable increases in academic achievement, or strong postsecondary outcomes for the timeframe specified in law. (Ed. Code, § 47607.2(b)(3).)

ELA

Charter School provided data for Reading from "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2022-2023, 2023-2024, and 2024-2025 Final Diagnostic for All Students and for the following student groups: English Learner, Asian, African American, Two or More Races, White, Latino, Socioeconomically Disadvantaged, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the SBE to be on the verified data list.

Per Education Code section 47607.2 (c)(2), the SBE established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready's publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 338 students were assessed in Reading and 349 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2024-2025 assessment data appears to include at least 95% of eligible students.

For Reading, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 94%. Per the California SBE May 2023 Agenda Item #02, publisher guidance states, "Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers." Therefore, based on i-Ready's Median Progress to Typical Growth targets[2] to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth," Charter School met for All Students in Reading in 2024-2025.

As seen in the table below, Charter School provided the most recent data for six student groups and five student groups demonstrated one year's progress based on i-Ready's Median Progress to Typical Growth Targets in 2024-2025.

i-Ready Diagnostic Growth Reading 2024-2025				
Student Groups	**Number of Students Tested**	**i-Ready Growth Target**	**Reading: Progress to Annual Typical Growth (Median)**	**One Year's Progress**
All Students Grade K-5	338	Grades K-5: 75%	94%	Met
English Learner	129	Grades K-5: 75%	80%	Met
Asian	*	Grades K-5: 75%	*	*
African American	36	Grades K-5: 75%	84%	Met
Two or More Races	*	Grades K-5: 75%	*	*
White	11	Grades K-5: 75%	139%	Met
Latino	268	Grades K-5: 75%	95%	Met
Socioeconomically Disadvantaged	216	Grades K-5: 75%	88%	Met
Students with Disabilities	52	Grades K-5: 75%	64%	Not Met

*Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Charter School also submitted verified data using i-Ready for the 2022-2023 and 2023-2024 school years. Based on i-Ready's Median Progress to Typical Growth targets, Charter School did not meet the one year's progress for All Students and for all six of the school's student groups in Reading in 2023-2024. Based on i-Ready's prior Typical Growth target of 50% of the students making 100% Typical Growth, Charter School met the one year's progress for All Students and for four of the school's seven student groups in Reading in 2022-2023.

MATH

Charter School provided data for Math from an "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2022-2023, 2023-2024, and 2024-2025 Final Diagnostic for All Students and for the following student groups: English Learner, Asian, African American, Two or More Races, White, Latino, Socioeconomically Disadvantaged, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

[2] In 2023, Curriculum Associates revised typical growth targets in Reading to be 75% in Grades K-5 and 45% in Grades 6-8.

Per Education Code section 47607.2 (c)(2), the SBE established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready's publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 344 students were assessed in Math and 349 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2024-2025 assessment data appears to include at least 95% of eligible students.

For Math, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 70%. Based on i-Ready's Median Progress to Typical Growth targets[3] to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth," Charter School did not meet for All Students in Math in 2024-2025.

As seen in the table below, Charter School provided the most recent data for six student groups and one student groups demonstrated one year's progress based on i-Ready's Median Progress to Typical Growth Targets in 2024-2025.

i-Ready Diagnostic Growth Math 2024-2025				
Student Groups	**Number of Students Tested**	**i-Ready Growth Target**	**Math: Progress to Annual Typical Growth (Median)**	**One Year's Progress**
All Students Grade K-5	344	Grades K-5: 80%	70%	Not Met
English Learner	133	Grades K-5: 80%	58%	Not Met
Asian	*	Grades K-5: 80%	*	*
African American	35	Grades K-5: 80%	78%	Not Met
Two or More Races	*	Grades K-5: 80%	*	*
White	11	Grades K-5: 80%	83%	Met
Latino	274	Grades K-5: 80%	69%	Not Met
Socioeconomically Disadvantaged	220	Grades K-5: 80%	63%	Not Met
Students with Disabilities	54	Grades K-5: 80%	58%	Not Met

*Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Charter School also submitted verified data using i-Ready for the 2022-2023 and 2023-2024 school year. Based on i-Ready's Median Progress to Typical Growth targets, Charter School met the one year's progress for All Students and did not meet the one year's progress for five of the school's six student groups in Math in 2023-2024. Based on i-Ready's prior Typical Growth target of 50% of the students making 100% Typical Growth, Charter School did not meet the one year's progress for All Students and for six of the school's eight student groups in Math in 2022-2023.

[3] i-Ready Median Progress to Typical Growth targets in Math are 80% in Grades K-5 and 60% in Grades 6-8.

Based on the review and consideration of verified data, City Language Immersion Charter included three years of data, including schoolwide and student group reports (English Learner, Asian, African American, Two or More Races, White, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) for both ELA and Math. In 2022-2023, 2023-2024, and 2024-2025, City Language Immersion Charter appears to have met 95 percent participation rate for schoolwide and all numerically significant student groups.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

City Language Immersion Charter's fiscal condition is positive and has been upward trending since the 2020-2021 fiscal year.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Unaudited Actuals)
Net Assets	$3,118,816	$3,241,231	$3,568,496	$3,813,276	$4,023,146
Net Income/Loss	$339,409	$122,415	$327,265	$244,780	$209,870
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment	402	378	407	364	377

b. 2023-2024 Independent Audit Report

Audit Opinion: Unmodified/Unqualified
Material Weaknesses: None Reported
Deficiencies/Findings: None Reported
Lack of a Going Concern: None Reported

c. Other Significant Fiscal Information

The financial condition of the charter operator is summarized in the table below.

New Los Angeles					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
3 [1]	3 [1]	$7,809,920 [2]	$83,944 [2]	$73,635	($31,762) [3]

[1] On March 27, 2023, the LAUSD Board of Education approved CLIC's material revision request to revise its governance structure and related charter elements, transferring governance and operations to New Los Angeles. As a result, New Los Angeles began operating CLIC at the start of the 2023-2024

school year. Prior to Fiscal Year 2023-2024, CLIC was operated by City Charter Schools, which ceased operations after its Board voted to voluntarily surrender the charter of its other LAUSD-authorized charter school, The City, effective June 30, 2023.

[2] The net income of $83,944 represents the operational results for Fiscal Year 2023-2024, excluding the one-item adjustment of $2,596,660 related to the merger of CLIC. With this one-time adjustment, New Los Angeles reported a net asset ending balance of $7,809,920 as of June 30, 2024.

[3] New Los Angeles stated that the net loss was primarily due to one-time expenditures related to the merger of CLIC.

City Language Immersion Charter

Board District: 1 | Region: West | Location Code: 2271

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
	Dashboard 2022						Dashboard 2023							Dashboard 2024						
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	98%	180	6.0	Medium	-12.2	Higher	99%	194	-11.7	-17.7	Declined Significantly	Orange	-13.6	Higher	100%	167	-21.8	-10.1	Declined	Orange	-13.2	Lower
African American/Black	100%	31	6.7	Medium	-57.7	Higher	97%	28	-22.4	-29.1	Declined Significantly	--	-59.6	--	100%	19	-6.8	15.6	Increased Significantly	--	-58.9	--
English Learner	98%	43	-53.2	Low	-61.2	Higher	100%	54	-69.8	-16.6	Declined Significantly	Orange	-67.7	Lower	100%	54	-75.1	-5.3	Declined	Red	-67.6	Lower
Latino	97%	114	-17.1	Low	-38.6	Higher	99%	134	-34.1	-17.0	Declined Significantly	Orange	-40.2	Higher	100%	128	-40.4	-6.3	Declined	Orange	-39.3	Lower
Socioeconomically Disadvantaged	100%	99	-24.5	Low	-41.4	Higher	99%	110	-55.1	-30.6	Declined Significantly	Orange	-42.6	Lower	100%	109	-50.6	4.5	Increased	Yellow	-40.9	Lower
Students with Disabilities	95%	21	-46.0	Low	-97.3	--	100%	22	-85.6	-39.6	Declined Significantly	--	-96.3	--	100%	20	-90.8	-5.2	Declined	--	-95.6	--
White	100%	23	85.3	Very High	21.9	--	100%	23	105.1	19.7	Increased Significantly	--	20.8	--	100%	10	*	*	*	*	19.2	*

Data Sources: California School Dashboard Research data files.

City Language Immersion Charter

Board District: 1 | Region: West | Location Code: 2271

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
	Dashboard 2022						Dashboard 2023								Dashboard 2024							
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	98%	180	-17.9	Medium	-51.7	Higher	99%	194	-37.3	-19.4	Declined Significantly	Orange	-49.1	Higher	100%	167	-36.2	1.2	Maintained	Orange	-47.6	Higher
African American/Black	100%	31	-39.4	Low	-106.9	Higher	97%	28	-48.0	-8.6	Declined	--	-104.5	--	100%	19	-12.5	35.5	Increased Significantly	--	-102.2	--
English Learner	98%	43	-64.8	Low	-92.0	Higher	100%	54	-83.1	-18.2	Declined Significantly	Orange	-93.4	Higher	100%	54	-72.1	10.9	Increased	Yellow	-93.4	Higher
Latino	97%	114	-40.7	Low	-83.4	Higher	99%	134	-56.9	-16.2	Declined Significantly	Orange	-80.8	Higher	100%	128	-54.4	2.5	Maintained	Orange	-79.2	Higher
Socioeconomically Disadvantaged	100%	99	-56.0	Low	-84.0	Higher	99%	110	-76.6	-20.6	Declined Significantly	Orange	-80.8	Higher	100%	109	-62.7	13.9	Increased	Yellow	-78.2	Higher
Students with Disabilities	95%	21	-99.7	Very Low	-130.8	--	100%	22	-100.6	-0.9	Maintained	--	-127.3	--	100%	20	-46.3	54.3	Increased Significantly	--	-124.3	--
White	100%	23	83.6	Very High	-13.4	--	100%	23	59.0	-24.5	Declined Significantly	--	-11.1	--	100%	10	*	*	*	*	-10.3	*

Data Sources: California School Dashboard Research data files.

City Language Immersion Charter

Board District: 1 | Region: West | Location Code: 2271

CA School Dashboard: English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school for all student groups in grades 1-12. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator

	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	Students	ELPI	Status Level	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State
English Learner	71	57.7%	High	50.3%	Higher	76	40.8%	-17.0	Declined Significantly	Red	48.7%	Lower	86	30.2%	-10.6	Declined Significantly	Red	45.7%	Lower

Student English Language Acquisition Results Summative ELPAC

		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2022	EL	56.3%	1.4%	25.4%	16.9%	47.5%	2.8%	31.4%	18.3%
2023	EL	39.5%	0.0%	31.6%	27.6%	45.7%	2.3%	32.2%	18.3%
2024	EL	30.2%	0.0%	40.7%	27.9%	43.2%	1.9%	34.4%	19.1%

Districts and schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard). For each district and school that does not meet the 95 percent target, the minimum number of students needed to reach a participation rate of at least 95 percent is determined. The resulting number of students will be counted as not making progress in the current ELPI Status calculation.

Summative ELPAC Participation Rate Report

		School				State of California			
End Year	Student Group	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%
2022	EL	88	88	100%	Y	1,052,513	1,088,734	96.7%	Y
2023	EL	103	103	100%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	--	--	--	--	193,182	202,530	95.4%	Y
2024	EL	120	120	100%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	--	--	--	--	182,603	190,459	95.9%	Y

City Language Immersion Charter

Board District: 1 | Region: West | Location Code: 2271

CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																			
	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	Students	Chronic Absenteeism	Status Level	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	398	31.7%	Very High	30.0%	Higher	415	0.0%	-31.7	Declined Significantly	Orange	24.3%	Lower	381	31.8%	31.8	Increased Significantly	Red	18.6%	Higher
African American/Black	58	39.7%	Very High	42.9%	Lower	63	0.0%	-39.7	Declined	Orange	36.4%	Lower	51	17.6%	17.6	Increased	Orange	31.3%	Lower
English Learner	95	30.5%	Very High	33.6%	Lower	112	0.0%	-30.5	Declined	Orange	26.3%	Lower	125	32.8%	32.8	Increased	Red	20.1%	Higher
Latino	274	35.0%	Very High	35.8%	Lower	295	0.0%	-35.0	Declined Significantly	Orange	28.4%	Lower	290	34.8%	34.8	Increased Significantly	Red	21.7%	Higher
Socioeconomically Disadvantaged	226	36.3%	Very High	37.4%	Lower	239	0.0%	-36.3	Declined Significantly	Orange	29.9%	Lower	269	34.6%	34.6	Increased Significantly	Red	23.4%	Higher
Students with Disabilities	35	17.1%	High	39.6%	Lower	51	0.0%	-17.1	Declined	Orange	33.1%	Lower	50	34.0%	34.0	Increased	Red	26.3%	Higher
Two or More	14	0.0%	Very Low	25.1%	--	13	0.0%	0.0	Maintained	--	21.6%	--	15	40.0%	40.0	Increased	--	16.2%	--
White	39	17.9%	High	21.9%	Lower	34	0.0%	-17.9	Declined	Orange	18.5%	Lower	18	22.2%	22.2	Increased	--	13.5%	--

Data Sources: California School Dashboard Research data files.

City Language Immersion Charter

Board District: 1 | Region: West | Location Code: 2271

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	Suspension Rate	Status Level	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State
All Students	409	0.0%	Very Low	3.1%	Lower	422	0.2%	0.2	Maintained	Blue	3.5%	Lower	401	0.5%	0.3	Increased	Green	3.2%	Lower
African American/Black	64	0.0%	Very Low	7.9%	Lower	63	1.6%	1.6	Increased	Orange	8.8%	Lower	54	0.0%	-1.6	Declined	Blue	8.4%	Lower
English Learner	99	0.0%	Very Low	3.2%	Lower	114	0.0%	0.0	Maintained	Blue	3.7%	Lower	126	0.8%	0.8	Increased	Yellow	3.4%	Lower
Latino	279	0.0%	Very Low	3.3%	Lower	301	0.0%	0.0	Maintained	Blue	3.8%	Lower	305	0.7%	0.7	Increased	Yellow	3.4%	Lower
Socioeconomically Disadvantaged	233	0.0%	Very Low	4.0%	Lower	243	0.4%	0.4	Increased	Green	4.5%	Lower	279	0.7%	0.3	Increased	Yellow	4.0%	Lower
Students with Disabilities	35	0.0%	Very Low	5.4%	Lower	51	2.0%	2.0	Increased	Orange	5.9%	Lower	52	0.0%	-2.0	Declined	Blue	5.4%	Lower
Two or More	14	0.0%	Very Low	2.9%	--	14	0.0%	0.0	Maintained	--	3.3%	--	15	0.0%	0.0	Maintained	--	3.0%	--
White	39	0.0%	Very Low	2.6%	Lower	34	0.0%	0.0	Maintained	Blue	2.9%	Lower	20	0.0%	0.0	Maintained	--	2.6%	--

Data Sources: California School Dashboard Research data files.

City Language Immersion Charter

Board District: 1 | Region: West | Location Code: 2271

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group						
	2023-2024			2024-2025		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	368	529,902	5,837,690	380	516,685	5,806,221
F/R Meal	68.5%	80.6%	61.6%	67.1%	81.9%	62.7%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A
English Learner	32.6%	20.1%	18.4%	36.3%	18.6%	17.4%
Foster Youth	0.0%	0.6%	0.5%	0.5%	0.5%	0.5%
Homeless Youth	0.0%	2.1%	3.6%	0.0%	2.7%	4.0%
Socioeconomically Disadvantaged	70.4%	81.3%	62.7%	67.9%	82.4%	63.6%
Students w/ Disabilities	10.6%	14.8%	13.7%	14.2%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	13.3%	7.3%	4.9%	12.9%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	1.6%	3.4%	9.9%	0.8%	3.3%	10.1%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%
Latino	76.9%	73.8%	56.1%	79.5%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.3%	0.2%	0.4%	0.0%	0.2%	0.4%
White	4.6%	9.8%	20.3%	4.2%	9.7%	20.0%
Two or More Races	2.7%	2.0%	4.6%	2.1%	2.1%	4.8%
Not Reported	0.5%	1.8%	1.1%	0.5%	2.2%	1.2%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp

City Language Immersion Charter

Board District: 1 | Region: West | Location Code: 2271

Long-Term English Learners (LTEL) and “At-Risk”

Note: The “EL Total” column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the “English Learners” heading. The “Total (Ever-EL)” column displays the summed total of the data in the “RFEP” column plus the data in the four columns under the “English Learners” heading OR the data in the “EL Total” column, but not both. The percent values displayed in this report are calculated as a percent of the “Total (Ever-EL)” which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	0	0.0%	17,921	7.3%	226,508	11.1%	0	0.0%	15,302	6.5%	211,186	10.6%	0	0.0%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	19	15.2%	17,295	7.1%	144,189	7.1%	16	11.8%	15,717	6.7%	136,188	6.8%	23	15.9%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	72	57.6%	60,457	24.7%	505,486	24.8%	89	65.4%	60,574	25.7%	519,651	26.0%	98	67.6%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	18	14.4%	18,850	7.7%	236,319	11.6%	15	11.0%	14,725	6.2%	207,768	10.4%	17	11.7%	13,775	6.2%	178,306	9.3%
EL Total	109	87.2%	114,523	46.8%	1,112,502	54.5%	120	88.2%	106,318	45.0%	1,074,793	53.8%	138	95.2%	95,959	43.3%	1,009,030	52.6%
RFEP	16	12.8%	130,377	53.2%	927,694	45.5%	16	11.8%	129,789	55.0%	924,422	46.2%	7	4.8%	125,465	56.7%	909,298	47.4%
Total Ever EL	125	100.0%	244,900	100.0%	2,040,196	100.0%	136	100.0%	236,107	100.0%	1,999,215	100.0%	145	100.0%	221,424	100.0%	1,918,328	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesltel.asp

City Language Immersion Charter

Board District: 1 | Region: West | Location Code: 2271

Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by Local Education Agencies (LEAs). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. High Incidence is defined as students in the Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment categories. Low Incidence Students are defined as those in the Autism, Deafness, Emotional Disturbance, Hard of Hearing, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, and Visual Impairment categories.

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	368			529,902			380			516,685		
Students with Disabilities	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	39	100%	10.6%	78,319	100%	14.8%	54	100%	14.2%	80,505	100%	15.6%
High Incidence	27	69.2%	7.3%	52,153	66.6%	9.8%	40	74.1%	10.5%	52,412	65.1%	10.1%
Low Incidence	12	30.8%	3.3%	26,162	33.4%	4.9%	14	25.9%	3.7%	28,084	34.9%	5.4%
Autism	11	28.2%	3%	18,713	23.9%	3.5%	13	24.1%	3.4%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Emotional Disturbance	0	0%	0%	1,148	1.5%	0.2%	0	0%	0%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	0	0%	0%	971	1.2%	0.2%	0	0%	0%	931	1.2%	0.2%
Intellectual Disability	1	2.6%	0.3%	3,393	4.3%	0.6%	1	1.9%	0.3%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	7	17.9%	1.9%	10,930	14%	2.1%	8	14.8%	2.1%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0%	0%	533	0.7%	0.1%	0	0%	0%	434	0.5%	0.1%
Specific Learning Disability	5	12.8%	1.4%	29,615	37.8%	5.6%	8	14.8%	2.1%	29,368	36.5%	5.7%
Speech or Language Impairment	15	38.5%	4.1%	11,608	14.8%	2.2%	24	44.4%	6.3%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	0	0%	0%	185	0.2%	0%	0	0%	0%	175	0.2%	0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

ATTACHMENT C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
CITY LANGUAGE IMMERSION CHARTER
BOARD OF EDUCATION REPORT 126-25/26
November 17, 2025

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2026 until June 30, 2031 to serve up to 432 students in grades TK-5 in each year of the charter term.

II. Summary Description of Current District Practice:
Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:
The approval of this charter petition would renew the charter of City Language Immersion Charter for five (5) years beginning July 1, 2026 until June 30, 2031.

IV. Effects of This Proposal:
The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:
If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

CHRISTINE KAE
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

TAB 21

333 South Beaudry Ave,
Los Angeles, CA 90017

Los Angeles Unified School District

Board of Education Report

File #: Rep-123-25/26, **Version:** 1 **Agenda Date:** 11/17/2025
In Control: Charter Schools Division

Approval of the Renewal Petition for Camino Nuevo High #2 [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Camino Nuevo High #2) Recommends approval of the renewal petition for Camino Nuevo High #2, a Start-Up Independent charter school with a benchmark in academics (ELPI), located in Board District 2 and Region East, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 500 students in grades 9-12 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Camino Nuevo High #2 ("Charter School"), a Start-Up Independent charter school with a benchmark in the area of academics (ELPI), located in Board District 2 and Region East, for five (5) years, beginning July 1, 2026 until June 30, 2031, to serve 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:
Camino Nuevo High #2 is a 9-12 high school currently serving 504 students on a private facility at 3500 W. Temple Street, Los Angeles, CA, 90004 in Board District 2 and Region East. Camino Nuevo High #2 was originally approved by the LAUSD Board of Education on March 19, 2013. On November 7, 2017, the charter school was renewed for a five-year term to serve 500 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Camino Nuevo High #2 expires June 30, 2026.

On August 21, 2025, Camino Nuevo High #2 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, 2025.

An initial Public Hearing was held on October 14, 2025.

Based on a comprehensive review and assessment of Charter School's renewal petition application and its record of performance, staff has determined that Charter School has met the requirements for renewal and therefore recommends approval of the renewal petition.

Due Diligence:
Current Camino Nuevo High #2 governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A confidential due diligence review of the charter school and its governing organization, school leader and financial manager, was performed by the

Office of the Inspector General, and to the extent any material concerns were identified by the Office of the Inspector General, such information was forwarded to District staff for further assessment.

Statutory Framework and Criteria for Renewal:
A charter school must demonstrate that it is eligible for a renewal of its charter by meeting specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

Criterion 1: The Charter Schools Act provides that renewals are governed by the standards and criteria described in Education Code section 47605 applicable to initial petitions. The first criterion considered in reviewing a renewal petition requires an analysis of the following:

- Whether the petition includes a sound educational program;
- Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
- Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
- Whether the charter school is demonstrably unlikely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions. (The Board may not consider the community impact analysis or District fiscal analysis in determining whether to grant or deny a renewal petition).

Criterion 2: The Board is required to consider the charter school's performance on the California School Dashboard accountability indicators. Education Code sections 47607 and 47607.2 prescribe three-tiers of performance classification in which a charter school falls within one of the following categories - "high," "middle," or "low." The three-tier classification considers a charter school's performance on the California School Dashboard accountability indicators, with an emphasis on the measurements of academic performance.

Criterion 3: Notwithstanding Criterion 1 and 2, the Board must also consider whether the charter school's enrollment or dismissal practices are discriminatory as grounds for nonrenewal. (Ed. Code, § 47607(e).) Additionally, the Board considers whether the charter school has substantial fiscal or governance factors as grounds for nonrenewal. (Ed. Code, § 47607(e).)

Expected Outcomes:
Charter School is expected to operate its school in a manner consistent with Board action, policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms and conditions set forth in Charter School's petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the charter petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal charter petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2026.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal charter petition, Charter School would not be authorized to continue operations as a charter school.

The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 123-25/26, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of Charter School renewal petition.

Policy Implications:
All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact:
State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:
As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Polic*y*, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

Issues and Analysis:
If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Camino Nuevo High #2 Data Set
Attachment C - Camino Nuevo High #2 RSM Data
Attachment D - Desegregation Impact Statement

Budget, Petition, and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1SPaYrOOT38AU2Li3K3krNuPolkTQK2u6?usp=sharing>

Submitted:
11/10/25, Revision # 1

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Office of the Chief Strategy Officer

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

powered by Legistar™

ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT

RENEWAL PETITION

Board of Education Report 123-25/26
November 17, 2025

School Name:	**Camino Nuevo High #2**		BOARD IS REQUIRED TO TAKE ACTION BY: **November 19, 2025**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Camino Nuevo Charter Academy**		
Location Code:	**7624**		
Type of Site(s):	**Private**		
Site Address(es):	**3500 W. Temple Street, Los Angeles, CA 90004**		
Board District(s):	**2**	Region(s):	**East**
Grade Levels Served:	**9-12**	Current Enrollment:	**504**
Grade Levels Authorized in Current Charter:	**9-12**	Approved Enrollment in Current Charter:	**500**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval with a benchmark for a five (5)-year term (2026-2031)**		
PROPOSED BENCHMARKS:	The following benchmark is proposed for Camino Nuevo High #2 for the 2026-2031 charter term: 1. In each year of the charter term, the charter school shall demonstrate progress on the English Learner Progress Indicator (ELPI) as reported on the California School Dashboard by making progress towards English language proficiency by achieving an Increased or Increased Significantly from the prior year as measured by Change Level; or achieved a percentage of students that are making progress towards English language proficiency that is equal to or higher than the state. As part of ongoing oversight, the District will review the charter school's performance at its annual oversight visit to determine any appropriate actions, including consideration of the school's progress upon submission of a renewal petition at the end of the term of the charter.		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Camino Nuevo High #2 ("Charter School") with a benchmark in the area of academics, located in Board District 2 and Region East, for a term of five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 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 demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
  These criteria have been determined not to be bases for denial.

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)
  These criteria have been determined not to be bases for denial.

Charter Petition Requirement:

In accordance with Education Code section 47611.5, a charter school charter shall contain a declaration regarding whether or not the charter school shall be deemed the exclusive public school employer of the employees at the charter school for the purposes of Section 3540.1 of the Government Code, and that declaration shall not be materially inconsistent with the charter.

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?
  This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	Camino Nuevo High #2
Initial Authorization:	On March 19, 2013, Camino Nuevo High #2 was authorized by the LAUSD Board of Education to serve 500 students in grades 9-12.
Most Recent Renewal	The charter was renewed on November 7, 2017, for a five-year term (July 1, 2018 - June 30, 2023) to serve up to 500 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Camino Nuevo High #2 expires June 30, 2026.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Camino Nuevo High #2 submitted its renewal petition application on August 21, 2025. The 90-day statutory timeline for Board action on the petition runs through November 19, 2025.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Camino Nuevo High #2 implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Camino Nuevo High #2 participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Camino Nuevo High #2 is operated by Camino Nuevo Charter Academy, a California nonprofit public benefit corporation that also operates four other LAUSD-authorized charter schools. The school is part of the network of charter schools affiliated with Pueblo Nuevo Education and Development Group, a separate nonprofit public benefit corporation that is the sole statutory member of Camino Nuevo High #2's nonprofit public benefit corporation.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Camino Nuevo High #2 has been identified by the state as a Middle performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard, and whether there was clear and convincing verified data evidence showing the school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School's Dashboard performance was higher in English Language Arts (ELA) and the College/Career Indicator (CCI), and lower than the state in Math and the English Learner Progress Indicator (ELPI). Further analysis in Math demonstrated higher outcomes for the charter school when compared to Resident Schools. The charter school submitted postsecondary data for college completion, but not for college enrollment and persistence.

Please see the Camino Nuevo High #2 data sets and Verified Data Reports.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels are reported based on the 2021-2022 school year data using one of five Status Levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status Levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Below, the 2023 and 2024 Dashboard Performance Levels (colors) based on two years' data are provided.

Camino Nuevo High #2 Dashboard Indicators

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	Medium	Low	Very Low	Not Applicable	Not Applicable	Medium	Medium
2022-2023	Blue	Yellow	Green	Medium	Not Applicable	Yellow	Blue
2023-2024	Yellow	Orange	Red	Green	Not Applicable	Green	Orange

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

c. English Language Arts Indicator

In 2022, 2023, and 2024 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was higher than the state for All Students, and higher than the state for all numerically significant student groups.

Camino Nuevo High #2 - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Medium**	**16.6**	**Low**	**-12.2**	**Higher**
Latino	Met	Medium	21.7	Low	-38.6	Higher
Socioeconomically Disadvantaged	Met	Medium	16.0	Low	-41.4	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Camino Nuevo High #2 - 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**	**48.3**	**31.7**	**Orange**	**-13.6**	**Higher**
Latino	Met	Blue	48.1	26.4	Orange	-40.2	Higher
Socioeconomically Disadvantaged	Met	Blue	48.3	32.2	Orange	-42.6	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Camino Nuevo High #2 - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**29.5**	**-18.7**	**Orange**	**-13.2**	**Higher**
Latino	Met	Yellow	29.2	-18.9	Orange	-39.3	Higher
English Learner	Met	No Performance Color	-47.8	8.3	Orange	-67.6	Higher
Socioeconomically Disadvantaged	Met	Yellow	29.5	-18.7	Orange	-40.9	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

d. Math Indicator

In 2022 in Math, the charter school's DFS was lower than the state for All Students, and lower than the state for all numerically significant student groups. In 2023 in Math, the charter school's DFS was lower than the state for All Students, and higher than the state for all numerically significant student groups. In 2024 in Math, the charter school's DFS was lower than the state for All Students, and lower than the state for all numerically significant student groups.

Camino Nuevo High #2 - 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**	**-107.0**	**Low**	**-51.7**	**Lower**
Latino	Met	Low	-99.6	Low	-83.4	Lower
Socioeconomically Disadvantaged	Met	Low	-107.1	Low	-84.0	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Camino Nuevo High #2 - 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**	**-68.0**	**39.1**	**Orange**	**-49.1**	**Lower**
Latino	Met	Yellow	-66.9	32.7	Orange	-80.8	Higher
Socioeconomically Disadvantaged	Met	Yellow	-68.0	39.1	Yellow	-80.8	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Camino Nuevo High #2 - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-80.7**	**-12.8**	**Orange**	**-47.6**	**Lower**
Latino	Met	Orange	-81.9	-15.0	Orange	-79.2	Lower
English Learner	Met	No Performance Color	-147.3	-18.9	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Orange	-80.7	-12.8	Orange	-78.2	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

e. English Learner Progress Indicator

In 2022 and 2023 on the English Learner Progress Indicator (ELPI), the charter school's English Learner Progress Rate was lower than the state. In 2024 on the ELPI, the charter school's English Learner Progress Rates for English Learner and Long-term English Learner student groups were lower than the state's rates.

As noted above, staff is recommending a benchmark in ELPI. In order to improve student outcomes in English Learner progress, charter school leaders report that the school aligns integrated and designated ELD instruction to student proficiency levels. Additional supports are provided to English Learner students by teaching assistants and the school's Newcomer Coordinator.

Camino Nuevo High #2 - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Very Low	34.9%	Medium	50.3%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Camino Nuevo High #2 - 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	47.5%	12.6%	Yellow	48.7%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Camino Nuevo High #2 - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Red	33.3%	-14.1%	Orange	45.7%	Lower
Long-term English Learner	Met	Orange	45.2%	-11.2%	Orange	45.8%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

f. College/Career Indicator

The College/Career Indicator was not reported on the 2022 Dashboard. In 2023 and 2024, the charter school's percentage of students prepared was higher than the state for All Students and higher than the state for all numerically significant student groups.

Camino Nuevo High #2 - College/Career Indicator - 2022-2023

Student Group	Charter Level	Charter Prepared	State Level	State Prepared	Charter to State Comparison
All Students	**Medium**	**48.5%**	**Medium**	**43.9%**	**Higher**
Latino	Medium	47.5%	Medium	35.5%	Higher
Socioeconomically Disadvantaged	Medium	48.0%	Medium	35.4%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Camino Nuevo High #2 - College/Career Indicator - 2023-2024

Student Group	Charter Level	Charter Prepared	Charter Change	State Level	State Prepared	Charter to State Comparison
All Students	**Green**	**58.9%**	**10.4**	**Yellow**	**45.3%**	**Higher**
Latino	Green	59.6%	12.2	Yellow	37.4%	Higher
Socioeconomically Disadvantaged	Green	59.5%	11.4	Yellow	37.4%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

g. Chronic Absenteeism Indicator
Not applicable

h. Graduation Indicator [HS only]
In 2022, the charter school's percentage of graduated students was lower than the state for All Students and for two of three student groups. In 2023, the charter school's percentage of graduated students was lower than the state for All Students, and higher than the state for both student groups. In 2024, the charter school's percentage of graduated students was higher than the state for All Students and for both student groups.

i. Suspension Rate Indicator
In 2022, the charter school's percentage of students suspended at least once was lower than the state for All Students and for a majority of numerically significant student groups. In 2023, the charter school's percentage of students suspended at least once was lower than the state for All Students and for all numerically significant student groups. In 2024, the charter school's percentage of students suspended at least once was lower than the state for All Students and for a majority of numerically significant student groups.

j. Dashboard Local Indicators
Staff also considered the Local Indicators (e.g., Basic: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; Access to a Broad Course of Study) which have all been reported as "Met" in 2023 and 2024.

k. Additional Information
Camino Nuevo High #2 was named by the California Department of Education (CDE) as a 2024 California Distinguished School.

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 Camino Nuevo High #2 outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	*Accomplished*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

VI. VERIFIED DATA

Charter schools satisfying the Middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school's achieved measurable increases in academic achievement, or strong postsecondary outcomes for the timeframe specified in law. (Ed. Code, § 47607.2(b)(3).)

POSTSECONDARY OUTCOMES

Pursuant to Education Code section 47607.2(c)(2), the State Board of Education (SBE) established criteria to define verified data and identified an approved list of valid and reliable assessments and

measures of postsecondary outcomes, for the timeframe specified in law. Education Code section 47607.2(c)(2) specifies that strong postsecondary outcomes are defined by, "college enrollment, persistence, and completion rates equal to similar peers." To determine whether a charter school has demonstrated strong postsecondary outcomes, multiple data sources may need to be considered to assess college enrollment, persistence, and completion, as well as to identify similar peers.

Charter School provided the University of California Undergraduate Graduation Rate Report including college completion rates for its graduates in the classes of 2016, 2017, and 2018. University of California Undergraduate Graduation Rate is an adopted Postsecondary Indicator approved by the SBE to be on the verified data list and includes measures of college completion. Charter School also provided University of California Undergraduate Graduation Rate Reports for four (4) comparison schools: John Marshall Senior High, Los Angeles Senior High, Manual Arts Senior High, and West Adams Preparatory Senior High.[1]

Enrollment

The University of California Undergraduate Graduation Rate Report does not include measures of college enrollment.[2]

Persistence

The University of California Undergraduate Graduation Rate Report does not include measures of college persistence. [2]

Completion

For Charter School's class of 2016, 70% of graduates completed a four-year degree from within six years, which is lower than 3 of 4 of the submitted comparison schools. For Charter School's class of 2017, 86% of graduates completed a four-year degree within six years, which is higher than 3 of 4 of the submitted comparison schools. For Charter School's class of 2018, 80% of graduates completed a four-year degree within six years, which is higher than 3 of 4 of the submitted comparison schools.

[1] Per the SBE's November 2020 Agenda Item #14, "Though there is not a filter to help identify high schools serving similar peers in the Undergraduate Graduation Rates dashboard, users can search for source schools with comparable demographics in the UC Admissions by Source School. Based on this search, users can enter the comparable schools they identified into the Undergraduate Graduation Rates report to look at completion rates among similar peers." All four of the submitted comparison schools are on the list of resident schools (i.e., the schools the charter school's students would otherwise attend). However, the list of resident schools also includes 14 other high schools.

[2] Per the SBE's November 2020 Agenda Item #14, the University of California Undergraduate Graduation Rate Report does not include, "information related to college persistence and completion."

Percentage of Students Completing a Degree within Six (6) Years
Per submitted University of California Undergraduate Graduation Rate Reports

School	Class of 2016	Class of 2017	Class of 2018
Camino Nuevo High #2	70%	86%	80%
Comparison Schools			
John Marshall Senior High	95%	88%	88%
Los Angeles Senior High	87%	69%	69%
Manual Arts Senior High	63%	68%	77%
West Adams Preparatory Senior High	78%	64%	58%

Therefore, as described above, Charter School demonstrated strong postsecondary outcomes relative to the District comparison schools for measures of college completion for a majority of the data years provided. However, Charter School did not provide measures of college enrollment or college persistence as these measures are not included in the University of California Undergraduate Graduation Rate Report.

VII. FURTHER ANALYSIS FOR MIDDLE PERFORMING CHARTER SCHOOLS

Following the review of the foregoing performance data for this charter school placing a greater weight on academic performance on the California School Dashboard, and considering Charter School provided verified data that did not include measures of college enrollment and persistence, staff determined that the school's performance in Math requires further review.

Based on the charter school's performance on California School Dashboard in ELA and the submitted verified data by the charter school, Staff conducted a further analysis of ELA and Math in comparison to the Resident Schools Median (RSM).[3] As indicated in the tables below, when comparing the school to the RSM, Camino Nuevo High #2's data indicates that its student performance on the California School Dashboard in Math was higher than the RSM for All Students and for all numerically significant student groups in 2022, 2023, and 2024.

[3] Per LAUSD Policy, a Resident Schools Median analysis is conducted for charter schools classified as Middle Performing, when determining whether closure of the charter school is in the best interest of pupils, among other factors.

Resident Schools Analysis

Camino Nuevo High #2 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	**107**	**Low**	**-107.0**	**4,120**	**Very Low**	**-130.9**	**Higher**
Latino	99	Low	-99.6	3,455	Very Low	-140.0	Higher
Socioeconomically Disadvantaged	103	Low	-107.1	3,772	Very Low	-135.1	Higher

Data Sources: California School 2022 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

Camino Nuevo High #2 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	**105**	**Yellow**	**-68.0**	**4,058**	**Red**	**-139.9**	**Higher**
Latino	102	Yellow	-66.9	3,373	Red	-142.6	Higher
Socioeconomically Disadvantaged	105	Yellow	-68.0	2,665	Orange	-142.2	Higher

Data Sources: California School 2023 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

Camino Nuevo High #2 2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Color**	**Charter (DFS)**	**Resident Schools Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Schools Median Comparison (DFS)**
All Students	**111**	**Orange**	**-80.7**	**4,129**	**Orange**	**-109.9**	**Higher**
Latino	108	Orange	-81.9	3,474	Orange	-120.2	Higher
English Learner	31	No Color	-147.3	1,308	Red	-181.6	Higher
Socioeconomically Disadvantaged	111	Orange	-80.7	3,643	Orange	-115.2	Higher

Data Sources: California School 2024 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

VIII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Camino Nuevo High #2's fiscal condition is positive and has been upward trending since the 2020-2021 fiscal year.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Unaudited Actuals)
Net Assets	$3,398,388	$3,865,139	$3,886,807	$4,081,983	$4,804,555
Net Income/Loss	$923,522	$10,124	$21,668	$195,176	$722,572
Transfers In/Out	$0	$456,627 [1]	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment [A]	474	507	466	501	508

[1] The transfers in of $456,627 reported in the 2021-2022 independent audit report represented a transfer of net assets resulting from the closure of Camino Nuevo Charter High #1 as of June 30, 2021.

[A] The Norm Enrollment reported by Camino Nuevo High #2 for Fiscal Year 2025-2026 is 504. CSD staff will continue to monitor Camino Nuevo High #2's enrollment in accordance with established procedures, and will take appropriate actions to ensure Charter School's alignment with the approved capacity.

b. 2023-2024 Independent Audit Report
Audit Opinion: Unmodified/Unqualified
Material Weaknesses: None Reported
Deficiencies/Findings: None Reported
Lack of a Going Concern: None Reported

c. Other Significant Fiscal Information

The financial condition of the charter operator is summarized in the table below.

Camino Nuevo Charter Academy					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
5	5	$47,801,102	$1,959,947	($71,868) [2]	$0

[2] According to Camino Nuevo Charter Academy, the charter operator's net loss of ($71,868) was carried forward from Fiscal Year 2017-2018, primarily due to the asset transfer to and service agreements with Pueblo Nuevo Education and Development Group, a related party. According to Camino Nuevo Charter Academy, it plans to work with its auditor on the write-off of this net loss in the 2024-2025 audit.

Camino Nuevo High #2

Board District: 2 | Region: East | Location Code: 7624

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023							Dashboard 2024							
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	97%	107	16.6	Medium	-12.2	Higher	100%	106	48.3	31.7	Increased Significantly	Blue	-13.6	Higher	99%	111	29.5	-18.7	Declined Significantly	Yellow	-13.2	Higher
English Learner	90%	29	-103.7	Very Low	-61.2	--	100%	15	-56.1	51.5	Increased Significantly	--	-67.7	--	100%	31	-47.8	8.3	Increased	--	-67.6	Higher
Latino	98%	99	21.7	Medium	-38.6	Higher	100%	103	48.1	26.4	Increased Significantly	Blue	-40.2	Higher	99%	108	29.2	-18.9	Declined Significantly	Yellow	-39.3	Higher
Socioeconomically Disadvantaged	97%	103	16.0	Medium	-41.4	Higher	100%	106	48.3	32.2	Increased Significantly	Blue	-42.6	Higher	99%	111	29.5	-18.7	Declined Significantly	Yellow	-40.9	Higher
Students with Disabilities	95%	19	-108.9	Very Low	-97.3	--	100%	14	-91.0	17.9	Increased Significantly	--	-96.3	--	100%	18	-8.1	82.9	Increased Significantly	--	-95.6	--

Data Sources: California School Dashboard Research data files.

Camino Nuevo High #2

Board District: 2 | Region: East | Location Code: 7624

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
	Dashboard 2022						Dashboard 2023								Dashboard 2024							
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	97%	107	-107.0	Low	-51.7	Lower	99%	105	-68.0	39.1	Increased Significantly	Yellow	-49.1	Lower	99%	111	-80.7	-12.8	Declined	Orange	-47.6	Lower
English Learner	90%	29	-193.4	Very Low	-92.0	--	100%	15	-128.5	72.0	Increased Significantly	--	-93.4	--	100%	31	-147.3	-18.9	Declined Significantly	--	-93.4	Lower
Latino	98%	99	-99.6	Low	-83.4	Lower	99%	102	-66.9	32.7	Increased Significantly	Yellow	-80.8	Higher	99%	108	-81.9	-15.0	Declined	Orange	-79.2	Lower
Socioeconomically Disadvantaged	97%	103	-107.1	Low	-84.0	Lower	99%	105	-68.0	39.1	Increased Significantly	Yellow	-80.8	Higher	99%	111	-80.7	-12.8	Declined	Orange	-78.2	Lower
Students with Disabilities	95%	19	-240.4	Very Low	-130.8	--	93%	14	-150.6	89.8	Increased Significantly	--	-127.3	--	100%	18	-106.1	44.6	Increased Significantly	--	-124.3	--

Data Sources: California School Dashboard Research data files.

Camino Nuevo High #2

Board District: 2 | Region: East | Location Code: 7624

CA School Dashboard: English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school for all student groups in grades 1-12. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator

	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	Students	ELPI	Status Level	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State
English Learner	86	34.9%	Very Low	50.3%	Lower	59	47.5%	12.6	Increased Significantly	Green	48.7%	Lower	75	33.3%	-14.1	Declined Significantly	Red	45.7%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	42	45.2%	-11.2	Declined Significantly	Orange	45.8%	Lower

Student English Language Acquisition Results Summative ELPAC

		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2022	EL	32.6%	2.3%	45.3%	19.8%	47.5%	2.8%	31.4%	18.3%
2023	EL	47.5%	0.0%	39.0%	13.6%	45.7%	2.3%	32.2%	18.3%
2024	EL	32.0%	1.3%	53.3%	13.3%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	42.9%	2.4%	31.0%	23.8%	41.6%	3.4%	28.5%	24.7%

Districts and schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard). For each district and school that does not meet the 95 percent target, the minimum number of students needed to reach a participation rate of at least 95 percent is determined. The resulting number of students will be counted as not making progress in the current ELPI Status calculation.

Summative ELPAC Participation Rate Report

		School				State of California			
End Year	Student Group	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%
2022	EL	92	96	95.8%	Y	1,052,513	1,088,734	96.7%	Y
2023	EL	74	77	96.1%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	31	31	100.0%	Y	193,182	202,530	95.4%	Y
2024	EL	87	88	98.9%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	36	36	100.0%	Y	182,603	190,459	95.9%	Y

Camino Nuevo High #2

Board District: 2 | Region: East | Location Code: 7624

CA School Dashboard: Academic Performance - College / Career

This report shows the percentage of current graduates who meet specific College/Career Indicator (CCI) "prepared" criteria for all student groups in grades 9-12. For the 2023 Dashboard, the CCI will report the most current year data or "status only". Therefore the CCI will have performance displayed using one of five Status levels that range between Very Low (lowest performance), Low, Medium, High, and Very High (highest performance). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

College / Career Academic Indicator (CCI) - CA School Dashboard Indicator												
	Dashboard 2023					Dashboard 2024						
Student Group	Students	CCI	Status Level	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State
All Students	103	48.5%	Medium	43.9%	Higher	112	58.9%	10.4	Increased	Green	45.3%	Higher
English Learner	18	22.2%	Low	15.3%	--	15	20.0%	-2.2	Declined	--	17.2%	--
Latino	99	47.5%	Medium	35.5%	Higher	109	59.6%	12.2	Increased	Green	37.4%	Higher
Socioeconomically Disadvantaged	102	48.0%	Medium	35.4%	Higher	111	59.5%	11.4	Increased	Green	37.4%	Higher
Students with Disabilities	15	0.0%	Very Low	12.3%	--	14	14.3%	14.3	Increased	--	13.5%	--

Data Sources: California School Dashboard Research data files.

Camino Nuevo High #2

Board District: 2 | Region: East | Location Code: 7624

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	Suspension Rate	Status Level	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State
All Students	542	2.2%	Medium	3.1%	Lower	507	0.2%	-2.0	Declined Significantly	Blue	3.5%	Lower	529	2.3%	2.1	Increased	Orange	3.2%	Lower
English Learner	112	4.5%	Medium	3.2%	Higher	100	0.0%	-4.5	Declined	Blue	3.7%	Lower	106	5.7%	5.7	Increased	Orange	3.4%	Higher
Homeless Youth	9	*	*	5.5%	*	9	*	*	*	*	6.5%	*	12	0.0%	--	--	--	5.7%	--
Latino	476	2.1%	Medium	3.3%	Lower	494	0.2%	-1.9	Declined	Blue	3.8%	Lower	516	2.3%	2.1	Increased	Orange	3.4%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	56	8.9%	8.9	Increased	Orange	8.1%	Higher
Socioeconomically Disadvantaged	518	2.3%	Medium	4.0%	Lower	498	0.2%	-2.1	Declined Significantly	Blue	4.5%	Lower	520	2.3%	2.1	Increased	Orange	4.0%	Lower
Students with Disabilities	100	5.0%	Medium	5.4%	Lower	82	0.0%	-5.0	Declined	Blue	5.9%	Lower	82	0.0%	0.0	Maintained	Blue	5.4%	Lower
Two or More	44	4.5%	Medium	2.9%	Higher	1	*	*	*	*	3.3%	*	--	--	--	--	--	3.0%	--

Data Sources: California School Dashboard Research data files.

Camino Nuevo High #2

Board District: 2 | Region: East | Location Code: 7624

CA School Dashboard: Graduation Rate Indicator

This report shows the combined four- and five-year graduation rate for comprehensive (or traditional) high schools and Dashboard Alternative School Status (DASS) schools for all student groups in grades 9-12. This rate is based on the number of high school students who graduate with a regular high school diploma in either four or five years. The 2024 Graduation Rate Indicator includes students from the most recent graduation cohort (Class of 2024) as well as students from the prior cohort (Class of 2023) who graduated in their fifth year of high school in 2022-24. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Graduation Rate Indicator - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	Graduation Rate	Status Level	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State
All Students	151	84.1%	Medium	87.4%	Lower	107	85.0%	0.9	Maintained	Yellow	86.4%	Lower	114	90.4%	5.3	Increased Significantly	Green	86.7%	Higher
English Learner	53	73.6%	Low	73.3%	Higher	20	70.0%	-3.6	Declined	--	73.5%	--	15	86.7%	16.7	Increased Significantly	--	77.9%	--
Latino	138	83.3%	Medium	85.3%	Lower	103	84.5%	1.1	Increased	Green	84.2%	Higher	111	90.1%	5.6	Increased Significantly	Green	85.3%	Higher
Socioeconomically Disadvantaged	149	84.6%	Medium	85.1%	Lower	106	84.9%	0.3	Maintained	Yellow	83.7%	Higher	113	91.2%	6.2	Increased Significantly	Green	84.4%	Higher
Students with Disabilities	27	74.1%	Low	75.2%	--	15	73.3%	-0.7	Maintained	--	72.7%	--	15	53.3%	-20.0	Declined Significantly	--	74.4%	--

Data Sources: California School Dashboard Research data files.

Camino Nuevo High #2

Board District: 2 | Region: East | Location Code: 7624

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group						
	2023-2024			2024-2025		
Student Group	**School**	**Los Angeles Unified**	**State of California**	**School**	**Los Angeles Unified**	**State of California**
Enrollment	496	529,902	5,837,690	512	516,685	5,806,221
F/R Meal	98.4%	80.6%	61.6%	98.8%	81.9%	62.7%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A
English Learner	18.1%	20.1%	18.4%	16.8%	18.6%	17.4%
Foster Youth	0.0%	0.6%	0.5%	0.2%	0.5%	0.5%
Homeless Youth	0.8%	2.1%	3.6%	2.5%	2.7%	4.0%
Socioeconomically Disadvantaged	98.6%	81.3%	62.7%	98.8%	82.4%	63.6%
Students w/ Disabilities	15.3%	14.8%	13.7%	15.0%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	0.2%	7.3%	4.9%	0.0%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.4%	3.4%	9.9%	0.2%	3.3%	10.1%
Filipino	0.8%	1.7%	2.2%	1.0%	1.6%	2.2%
Latino	97.6%	73.8%	56.1%	98.2%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.4%	0.2%	0.2%	0.4%
White	0.6%	9.8%	20.3%	0.4%	9.7%	20.0%
Two or More Races	0.0%	2.0%	4.6%	0.0%	2.1%	4.8%
Not Reported	0.2%	1.8%	1.1%	0.0%	2.2%	1.2%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp

Camino Nuevo High #2

Board District: 2 | Region: East | Location Code: 7624

Long-Term English Learners (LTEL) and “At-Risk”

Note: The “EL Total” column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the “English Learners” heading. The “Total (Ever-EL)” column displays the summed total of the data in the “RFEP” column plus the data in the four columns under the “English Learners” heading OR the data in the “EL Total” column, but not both. The percent values displayed in this report are calculated as a percent of the “Total (Ever-EL)” which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	37	9.6%	17,921	7.3%	226,508	11.1%	41	10.2%	15,302	6.5%	211,186	10.6%	41	9.9%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	5	1.3%	17,295	7.1%	144,189	7.1%	6	1.5%	15,717	6.7%	136,188	6.8%	5	1.2%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	18	4.7%	60,457	24.7%	505,486	24.8%	29	7.2%	60,574	25.7%	519,651	26.0%	35	8.4%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	17	4.4%	18,850	7.7%	236,319	11.6%	14	3.5%	14,725	6.2%	207,768	10.4%	5	1.2%	13,775	6.2%	178,306	9.3%
EL Total	77	19.9%	114,523	46.8%	1,112,502	54.5%	90	22.3%	106,318	45.0%	1,074,793	53.8%	86	20.7%	95,959	43.3%	1,009,030	52.6%
RFEP	310	80.1%	130,377	53.2%	927,694	45.5%	313	77.7%	129,789	55.0%	924,422	46.2%	330	79.3%	125,465	56.7%	909,298	47.4%
Total Ever EL	387	100.0%	244,900	100.0%	2,040,196	100.0%	403	100.0%	236,107	100.0%	1,999,215	100.0%	416	100.0%	221,424	100.0%	1,918,328	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesltel.asp

Camino Nuevo High #2

Board District: 2 | Region: East | Location Code: 7624

Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by Local Education Agencies (LEAs). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. High Incidence is defined as students in the Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment categories. Low Incidence Students are defined as those in the Autism, Deafness, Emotional Disturbance, Hard of Hearing, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, and Visual Impairment categories.

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	496			529,902			512			516,685		
Students with Disabilities	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	76	100%	15.3%	78,319	100%	14.8%	77	100%	15%	80,505	100%	15.6%
High Incidence	66	86.8%	13.3%	52,153	66.6%	9.8%	66	85.7%	12.9%	52,412	65.1%	10.1%
Low Incidence	10	13.2%	2%	26,162	33.4%	4.9%	11	14.3%	2.1%	28,084	34.9%	5.4%
Autism	8	10.5%	1.6%	18,713	23.9%	3.5%	9	11.7%	1.8%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Emotional Disturbance	0	0%	0%	1,148	1.5%	0.2%	0	0%	0%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	1	1.3%	0.2%	971	1.2%	0.2%	1	1.3%	0.2%	931	1.2%	0.2%
Intellectual Disability	1	1.3%	0.2%	3,393	4.3%	0.6%	1	1.3%	0.2%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	16	21.1%	3.2%	10,930	14%	2.1%	18	23.4%	3.5%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0%	0%	533	0.7%	0.1%	0	0%	0%	434	0.5%	0.1%
Specific Learning Disability	48	63.2%	9.7%	29,615	37.8%	5.6%	47	61%	9.2%	29,368	36.5%	5.7%
Speech or Language Impairment	2	2.6%	0.4%	11,608	14.8%	2.2%	1	1.3%	0.2%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	0	0%	0%	185	0.2%	0%	0	0%	0%	175	0.2%	0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

ATTACHMENT C

Camino Nuevo High #2

Resident Schools Data Set

Academic Performance Medians- Math

2021-2022 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator					
School Name	**Student Group**	**Number of Students with Scores**	**Charter (DFS)**	**Charter Status Level**	**Charter to Resident Comparison (DFS)**
Camino Nuevo High #2	All Students	107	-107.0	Low	
Resident Schools	**Student Group**	**Number of Students with Scores**	**Resident Schools Median (DFS)**	**Resident Schools Median Status Level**	**Charter to Resident Comparison (DFS)**
Ambassador-Global Leadership	All Students	251	-139.7	Very Low	Higher
Belmont Senior High	All Students	100	-152.2	Very Low	Higher
Contreras Learning Center-Academic Leadership Community	All Students	105	-156.4	Very Low	Higher
Contreras Learning Center-Los Angeles School of Global Studies	All Students	78	-174.7	Very Low	Higher
Contreras Learning Center-School of Social Justice	All Students	91	-182.7	Very Low	Higher
Edward R. Roybal Learning Center	All Students	201	-116.0	Very Low	Higher
Foshay Learning Center	All Students	976	-106.8	Very Low	Lower
John Marshall Senior High	All Students	411	-48.1	Medium	Lower
Los Angeles High School of the Arts	All Students	81	-122.2	Very Low	Higher
Manual Arts Senior High	All Students	232	-186.1	Very Low	Higher
New Open World Academy K-12	All Students	500	-100.9	Very Low	Lower
Ramon C. Cortines School of Visual and Performing Arts	All Students	251	-121.0	Very Low	Higher
School for the Visual Arts and Humanities	All Students	96	-113.3	Low	Higher

2021-2022 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator					
School Name	**Student Group**	**Number of Students with Scores**	**Charter (DFS)**	**Charter Status Level**	**Charter to Resident Comparison (DFS)**
School of Business and Tourism at Contreras Learning Complex	All Students	92	-143.3	Very Low	Higher
UCLA Community K-12	All Students	442	-102.1	Very Low	Lower
West Adams Preparatory High	All Students	213	-163.3	Very Low	Higher
Resident Schools Median	**All Students**	**4,120**	**-130.9**	**Very Low**	**Higher**

Data Sources: California School 2022 Dashboard Research data files. 2024-2025 Resident Schools used for comparison. 2021-2022 did not report Color, Change, or Change Level.

Camino Nuevo High #2 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	**107**	**Low**	**-107.0**	**4,120**	**Very Low**	**-130.9**	**Higher**
Latino	99	Low	-99.6	3,455	Very Low	-140.0	Higher
Socioeconomically Disadvantaged	103	Low	-107.1	3,772	Very Low	-135.1	Higher

Data Sources: California School 2022 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

2022-2023 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
School Name	**Student Group**	**Number of Students with Scores**	**Charter Performance Level (color)**	**Charter (DFS)**	**Charter Change**	**Charter Change Level**	**Charter to Resident Comparison (DFS)**
Camino Nuevo High #2	All Students	105	Yellow	-68.0	39.1	Increased Significantly	
Resident Schools	**Student Group**	**Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Resident Schools Median Change**	**Resident Schools Median Change Level**	**Charter to Resident Comparison (DFS)**
Ambassador-Global Leadership	All Students	260	Red	-138.4	1.3	Maintained	Higher
Belmont Senior High	All Students	89	Red	-164.1	-11.9	Declined	Higher
Contreras Learning Center-Academic Leadership Community	All Students	105	Orange	-141.3	15.0	Increased Significantly	Higher
Contreras Learning Center-Los Angeles School of Global Studies	All Students	50	Red	-178.6	-3.9	Declined	Higher
Contreras Learning Center-School of Social Justice	All Students	63	Orange	-169.1	13.6	Increased	Higher
Edward R. Roybal Learning Center	All Students	239	Red	-121.0	-5.0	Declined	Higher
Foshay Learning Center	All Students	1,008	Red	-108.3	-1.4	Maintained	Higher
John Marshall Senior High	All Students	404	Green	-43.2	8.4	Increased	Lower
Los Angeles High School of the Arts	All Students	82	Red	-157.9	-35.8	Declined Significantly	Higher
Manual Arts Senior High	All Students	213	Orange	-179.0	12.7	Increased	Higher

2022-2023 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
School Name	**Student Group**	**Number of Students with Scores**	**Charter Performance Level (color)**	**Charter (DFS)**	**Charter Change**	**Charter Change Level**	**Charter to Resident Comparison (DFS)**
New Open World Academy K-12	All Students	477	Red	-107.2	-6.4	Declined	Higher
Ramon C. Cortines School of Visual and Performing Arts	All Students	268	Red	-143.8	-22.8	Declined Significantly	Higher
School for the Visual Arts and Humanities	All Students	102	Red	-124.3	-11.0	Declined	Higher
School of Business and Tourism at Contreras Learning Complex	All Students	64	Orange	-134.7	8.6	Increased	Higher
UCLA Community K-12	All Students	419	Yellow	-94.0	8.0	Increased	Higher
West Adams Preparatory High	All Students	215	Orange	-160.3	3.0	Increased	Higher
Resident Schools Median	**All Students**	**4,058**	**Red**	**-139.9**	**0.0**	**Maintained**	**Higher**

Data Sources: California School 2023 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

Camino Nuevo High #2 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	**105**	**Yellow**	**-68.0**	**4,058**	**Red**	**-139.9**	**Higher**
Latino	102	Yellow	-66.9	3,373	Red	-142.6	Higher
Socioeconomically Disadvantaged	105	Yellow	-68.0	2,665	Orange	-142.2	Higher

Data Sources: California School 2023 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
School Name	**Student Group**	**Number of Students with Scores**	**Charter Performance Level (color)**	**Charter (DFS)**	**Charter Change**	**Charter Change Level**	**Charter to Resident Comparison (DFS)**
Camino Nuevo High #2	All Students	111	Orange	-80.7	-12.8	Declined	
Resident Schools	**Student Group**	**Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Resident Schools Median Change**	**Resident Schools Median Change Level**	**Charter to Resident Comparison (DFS)**
Ambassador-Global Leadership	All Students	238	Orange	-109.6	28.7	Increased Significantly	Higher
Belmont Senior High	All Students	128	Red	-176.0	-11.9	Declined	Higher
Contreras Learning Center-Academic Leadership Community	All Students	104	Orange	-122.7	18.6	Increased Significantly	Higher
Contreras Learning Center-Los Angeles School of Global Studies	All Students	75	Orange	-129.5	49.1	Increased Significantly	Higher
Contreras Learning Center-School of Social Justice	All Students	67	Orange	-163.1	6.0	Increased	Higher
Edward R. Roybal Learning Center	All Students	268	Yellow	-109.2	11.8	Increased	Higher
Foshay Learning Center	All Students	948	Yellow	-91.0	17.3	Increased Significantly	Higher
John Marshall Senior High	All Students	399	Green	-22.9	20.3	Increased Significantly	Lower
Los Angeles High School of the Arts	All Students	98	Orange	-123.0	34.9	Increased Significantly	Higher
Manual Arts Senior High	All Students	243	Orange	-154.7	24.3	Increased Significantly	Higher

2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
School Name	**Student Group**	**Number of Students with Scores**	**Charter Performance Level (color)**	**Charter (DFS)**	**Charter Change**	**Charter Change Level**	**Charter to Resident Comparison (DFS)**
New Open World Academy K-12	All Students	471	Orange	-98.9	8.3	Increased	Higher
Ramon C. Cortines School of Visual and Performing Arts	All Students	262	Yellow	-110.3	33.5	Increased Significantly	Higher
School for the Visual Arts and Humanities	All Students	114	Yellow	-109.5	14.8	Increased	Higher
School of Business and Tourism at Contreras Learning Complex	All Students	56	Yellow	-85.6	49.1	Increased Significantly	Higher
UCLA Community K-12	All Students	432	Orange	-92.8	1.3	Maintained	Higher
West Adams Preparatory High	All Students	226	Orange	-156.7	3.7	Increased	Higher
Resident Schools Median	**All Students**	**4,129**	**Orange**	**-109.9**	**18.0**	**Increased Significantly**	**Higher**

Data Sources: California School 2024 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

Camino Nuevo High #2 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	**105**	**Yellow**	**-68.0**	**4,058**	**Red**	**-139.9**	**Higher**
Latino	102	Yellow	-66.9	3,373	Red	-142.6	Higher
Socioeconomically Disadvantaged	105	Yellow	-68.0	2,665	Orange	-142.2	Higher

Data Sources: California School 2023 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

ATTACHMENT D

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
CAMINO NUEVO HIGH #2
BOARD OF EDUCATION REPORT 123-25/26
November 17, 2025

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2026 until June 30, 2031 to serve up to 500 students in grades 9-12 in each year of the charter term.

II. Summary Description of Current District Practice:
Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:
The approval of this charter petition would renew the charter of Camino Nuevo High #2 for five (5) years beginning July 1, 2026, until June 30, 2031.

IV. Effects of This Proposal:
The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:
If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:
BRENDA MARTINEZ
Specialist
Charter Schools Division

APPROVED BY:
KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

TAB 22

333 South Beaudry Ave,
Los Angeles, CA 90017

Los Angeles Unified School District

Board of Education Report

File #: Rep-137-25/26, **Version:** 1 **Agenda Date:** 11/17/2025
In Control: Charter Schools Division

Approval of the Renewal Petition for New Los Angeles Charter [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for New Los Angeles Charter) Recommends approval of the renewal petition for New Los Angeles Charter, a Start-Up Independent charter school with a benchmark in the area of academics (ELA for Students with Disabilities), located in Board District 1 and Region West, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 360 students in grades 6-8 in each year of the charter term.

Action Proposed:
Approve the renewal petition for New Los Angeles Charter ("Charter School"), a Start-Up Independent charter school with a benchmark in the area of academics (ELA for Students with Disabilities), located in Board District 1 and Region West, for five (5) years, beginning July 1, 2026 until June 30, 2031, to serve up to 360 students in grades 6-8 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
New Los Angeles Charter is a 6-8 school currently serving 320 students on a private facility at 1919 S. Burnside Ave., Los Angeles, CA, 90016 in Board District 1 and Region West. New Los Angeles Charter was originally approved by the LAUSD Board of Education on April 22, 2008. On October 3, 2017, the charter school was renewed for a five-year term to serve 360 students in grades 6-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for New Los Angeles Charter expires June 30, 2026.

On August 21, 2025, New Los Angeles Charter submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through November 19, 2025.

An initial Public Hearing was held on October 14, 2025.

Based on a comprehensive review and assessment of Charter School's renewal petition application and its record of performance, staff has determined that Charter School has met the requirements for renewal and therefore recommends approval of the renewal petition.

Due Diligence:
Current New Los Angeles Charter governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A confidential due diligence

review of the charter school and its governing organization, school leader and financial manager, was performed by the Office of the Inspector General, and to the extent any material concerns were identified by the Office of the Inspector General, such information was forwarded to District staff for further assessment.

Statutory Framework and Criteria for Renewal:
A charter school must demonstrate that it is eligible for a renewal of its charter by meeting specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

Criterion 1: The Charter Schools Act provides that renewals are governed by the standards and criteria described in Education Code section 47605 applicable to initial petitions. The first criterion considered in reviewing a renewal petition requires an analysis of the following:

- Whether the petition includes a sound educational program;
- Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
- Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
- Whether the charter school is demonstrably unlikely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions. (The Board may not consider the community impact analysis or District fiscal analysis in determining whether to grant or deny a renewal petition).

Criterion 2: The Board is required to consider the charter school's performance on the California School Dashboard accountability indicators. Education Code sections 47607 and 47607.2 prescribe three-tiers of performance classification in which a charter school falls within one of the following categories - "high," "middle," or "low." The three-tier classification considers a charter school's performance on the California School Dashboard accountability indicators, with an emphasis on the measurements of academic performance.

Criterion 3: Notwithstanding Criterion 1 and 2, the Board must also consider whether the charter school's enrollment or dismissal practices are discriminatory as grounds for nonrenewal. (Ed. Code, § 47607(e).) Additionally, the Board considers whether the charter school has substantial fiscal or governance factors as grounds for nonrenewal. (Ed. Code, § 47607(e).)

Expected Outcomes:
Charter School is expected to operate its school in a manner consistent with Board action, policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms and conditions set forth in Charter School's petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the charter petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal charter petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2026.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny

the renewal charter petition, Charter School would not be authorized to continue operations as a charter school. The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 137, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of Charter School renewal petition.

Policy Implications:
All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact:
State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the

unspent special education funds of the previous fiscal year.
In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:
As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

Issues and Analysis:
If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:
Attachment A- Staff Assessment and Recommendation Report
Attachment B- New Los Angeles Charter Data Set
Attachment C- Desegregation Impact Statement

Budget, Petition, and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1Fd_7hGa1EObBgNE7TjhsGlLYdpTF54x5?usp=sharing>

Submitted:
11/06/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Office of the Chief Strategy Officer

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

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ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 137-25/26
November 17, 2025

School Name:	**New Los Angeles Charter**		BOARD IS REQUIRED TO TAKE ACTION BY:
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**New Los Angeles Charter School**		
Location Code:	**8015**		**November 19, 2025**
Type of Site(s):	**Private**		
Site Address(es):	**1919 S. Burnside Ave., Los Angeles, CA 90016**		
Board District(s):	**1**	Region(s):	**West**
Grade Levels Served:	**6-8**	Current Enrollment:	**320**
Grade Levels Authorized in Current Charter:	**6-8**	Approved Enrollment in Current Charter:	**360**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval with a benchmark for a five (5)-year term (2026-2031)**		
PROPOSED BENCHMARKS:	The following benchmark is proposed for New Los Angeles Charter for the 2026-2031 charter term: In each year of the charter term, Charter School shall demonstrate academic growth in English Language Arts (ELA) for Students with Disabilities as reported on the California School Dashboard ELA Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level or achieved a DFS that is equal to or higher than their respective student group state average DFS. As part of ongoing oversight, the District will review the charter school's performance at its annual oversight visit to determine any appropriate actions, including consideration of the charter school's progress upon submission of a renewal petition at the end of the term of the charter.		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for New Los Angeles Charter ("Charter School"), with a benchmark in the area of academics, located in Board District 1 and Region West, for a term of five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 360 students in grades 6-8 in each year of the charter term.

II. RENEWAL REQUIREMENTS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
  These criteria have been determined not to be bases for denial.

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)
  These criteria have been determined not to be bases for denial.

Charter Petition Requirement:

In accordance with Education Code section 47611.5, a charter school charter shall contain a declaration regarding whether or not the charter school shall be deemed the exclusive public school employer of the employees at the charter school for the purposes of Section 3540.1 of the Government Code, and that declaration shall not be materially inconsistent with the charter.

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?
  This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	New Los Angeles Charter
Initial Authorization:	On April 22, 2008, New Los Angeles Charter was authorized by the LAUSD Board of Education to serve 240 students in grades 6-8.
Most Recent Renewal:	The charter was renewed on October 3, 2017 for a five-year term (July 1, 2018 - June 30, 2023) to serve up to 360 students in grades 6-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for New Los Angeles Charter expires June 30, 2026.
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on March 27, 2023, to amend admission preferences.
Board Benchmarks in Current Charter Term:	On October 3, 2017, as part of the school's most recent renewal, the LAUSD Board of Education issued the following academic and operational benchmarks to New Los Angeles Charter: 1. The Charter School will demonstrate an ongoing increase in reclassification of its English Learners in order to meet or exceed the District reclassification rate over the course of the five-year term of their renewal, which will be monitored by CSD through oversight. 2. The Charter School shall provide a plan to the Charter Schools Division of the school's system for accurate and timely reporting of reclassification in CALPADS in alignment with CALPADS's submission windows each year of the charter term and no later than December 1, 2017, and ensure successful execution during the term of its charter. The plan must address how this system will be accessible without interruption in the case of staff changes. Please see the "Additional Information" section below.
Submission of Renewal Petition Application:	New Los Angeles Charter submitted its renewal petition application on August 21, 2025. The 90-day statutory timeline for Board action on the petition runs through November 19, 2025.

	New Los Angeles Charter
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	New Los Angeles Charter implements the District's Master Plan for English Learners and Standard English Learners.
Special Education SELPA	New Los Angeles Charter participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

New Los Angeles Charter is operated by New Los Angeles Charter School, a California nonprofit public benefit corporation that also operates two other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

New Los Angeles Charter has been identified by the state as a Middle performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard, and whether there was clear and convincing verified data evidence showing the school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School's Dashboard performance was lower than the state in ELA and Math, but higher on the English Language Progress Indicator (ELPI). The charter school provided three years of verified data, demonstrating one year's progress for All Students and a majority of student groups in ELA and Math.

Please see the New Los Angeles Charter data sets and Verified Data Reports.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels are reported based on the 2021-2022 school year data using one of five Status Levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status Levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Below, the 2023 and 2024 Dashboard Performance Levels (colors) based on two years' data are provided.

New Los Angeles Charter Dashboard Indicators

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	Low	Low	Medium	Not Applicable	Very High	Not Applicable	Low

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2022-2023	Yellow	Yellow	Yellow	Not Applicable	Yellow	Not Applicable	Orange
2023-2024	Yellow	Yellow	Yellow	Not Applicable	Yellow	Not Applicable	Green

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

c. English Language Arts Indicator

In 2022 and 2023 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was lower than the state for All Students, and higher than the state for two of four numerically significant student groups. In 2024 in ELA, the charter school's DFS was lower than the state for All Students, and higher than the state for five of six numerically significant student groups.

As noted above, staff is recommending a benchmark in ELA for Students with Disabilities student groups. In order to increase outcomes for Students with Disabilities in ELA, charter school leaders report strengthening coordination between the English Language Development (ELD) and Special Education departments with co-planning sessions to ensure alignment of ELD instructional approaches with students' Individualized Education Plan (IEP) goals, ongoing professional development to increase teacher capacity, and using data systems to monitor academic progress.

New Los Angeles Charter - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Low**	**-32.6**	**Low**	**-12.2**	**Lower**
Latino	Met	Low	-34.9	Low	-38.6	Higher
English Learner	Met	Very Low	-81.6	Low	-61.2	Lower
Socioeconomically Disadvantaged	Met	Low	-34.6	Low	-41.4	Higher
Students with Disabilities	Met	Very Low	-103.6	Very Low	-97.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

New Los Angeles Charter - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**-27.8**	**4.8**	**Orange**	**-13.6**	**Lower**
Latino	Met	Yellow	-29.0	5.9	Orange	-40.2	Higher
English Learner	Met	Orange	-78.0	3.6	Orange	-67.7	Lower
Socioeconomically Disadvantaged	Met	Orange	-32.2	2.4	Orange	-42.6	Higher
Students with Disabilities	Met	Red	-100.8	2.8	Red	-96.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

New Los Angeles Charter - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**-17.0**	**10.8**	**Orange**	**-13.2**	**Lower**
Black or African American	Met	No Performance Color	-24.8	9.0	Orange	-58.9	Higher
Latino	Met	Yellow	-17.5	11.5	Orange	-39.3	Higher
English Learner	Met	Yellow	-60.8	17.3	Orange	-67.6	Higher
Long-term English Learner	Met	Red	-105.7	-9.3	Red	-109.6	Higher

Socioeconomically Disadvantaged	Met	Yellow	-18.3	13.9	Orange	-40.9	Higher
Students with Disabilities	Met	Red	-104.3	-3.5	Red	-95.6	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

d. Math Indicator

In 2022 and 2023 in Math, the charter school's DFS was lower than the state for All Students, and lower than the state for all four numerically significant student groups. In 2024 in Math, the charter school's DFS was lower than the state for All Students, and lower than the state for four of six numerically significant student groups.

New Los Angeles Charter - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Low**	**-93.1**	**Low**	**-51.7**	**Lower**
Latino	Met	Very Low	-95.2	Low	-83.4	Lower
English Learner	Met	Very Low	-142.4	Low	-92.0	Lower
Socioeconomically Disadvantaged	Met	Low	-93.4	Low	-84.0	Lower
Students with Disabilities	Met	Very Low	-164.1	Very Low	-130.8	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

New Los Angeles Charter - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**-88.4**	**4.7**	**Orange**	**-49.1**	**Lower**
Latino	Met	Yellow	-89.1	6.1	Orange	-80.8	Lower
English Learner	Met	Orange	-134.4	8.0	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Orange	-91.7	1.7	Yellow	-80.8	Lower
Students with Disabilities	Met	Red	-164.1	0.0	Orange	-127.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

New Los Angeles Charter - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**-81.2**	**7.2**	**Orange**	**-47.6**	**Lower**
Black or African American	Met	No Performance Color	-118.2	-5.4	Red	-102.2	Lower
Latino	Met	Yellow	-78.8	10.3	Orange	-79.2	Higher
English Learner	Met	Orange	-115.5	18.9	Orange	-93.4	Lower
Long-term English Learner	Met	Red	-162.0	-0.3	Red	-163.5	Higher
Socioeconomically Disadvantaged	Met	Yellow	-82.8	9.0	Orange	-78.2	Lower
Students with Disabilities	Met	Orange	-150.3	13.8	Red	-124.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

e. English Learner Progress Indicator

In 2022 and 2023 on the English Learner Progress Indicator (ELPI), the charter school's English Learner Progress Rate was higher than the state. In 2024 on the ELPI, the charter school's English Learner Progress Rate for English Learner and Long-term English Learner student groups was higher than the state's rates.

New Los Angeles Charter - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Medium	50.6%	Medium	50.3%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

New Los Angeles Charter - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Yellow	50.0%	-0.6%	Yellow	48.7%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

New Los Angeles Charter - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Yellow	48.4%	-1.6%	Orange	45.7%	Higher
Long-term English Learner	Met	Orange	50.0%	-8.8%	Orange	45.8%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

f. College/Career Indicator
Not applicable

g. Chronic Absenteeism Indicator
In 2022 and 2023 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students and for all four numerically significant student groups. In 2024 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students, and lower than the state for three of six numerically significant student groups.

h. Graduation Indicator [HS only]
Not applicable

i. Suspension Rate Indicator
In 2022, the charter school's percentage of students suspended at least once was lower than the state for All Students, and for three of four numerically significant student groups. In 2023, the charter school's percentage of students suspended at least once was higher than the state for All Students, and for all numerically significant student groups. In 2024, the charter school's percentage of students suspended at least once was lower than the state for All Students, and for four of six numerically significant student groups.

j. Dashboard Local Indicators
Staff also considered the Local Indicators (e.g., Basic: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; Access to a Broad Course of Study) which have all been reported as "Met" in 2023 and 2024.

k. Additional Information

As noted above, New Los Angeles Charter has two (2) benchmarks related to academics and operations in its current term. The following summarizes the outcomes of each benchmark for each of the seven years (2018-2019 through 2024-2025) of the current charter term.

Benchmark 1: *Charter School will demonstrate an ongoing increase in reclassification of its English Learners in order to meet or exceed the District reclassification rate over the course of the five-year term of their renewal, which will be monitored by CSD through oversight.*

Benchmark 1: English Learner Reclassification Rate						
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Met	Not Met	Not Met	No Update	No Update	No Update	No Update

Benchmark 1 was met in one year (2018-2019) and not met in two years (2019-2020 and 2020-2021). There was no update for four years (2021-2022, 2022-2023, 2023-2024, and 2024-2025) given official reclassification rates were not available.

Benchmark 2: *The Charter School shall provide a plan to the Charter Schools Division of the school's system for accurate and timely reporting of reclassification in CALPADS in alignment with CALPADS's submission windows each year of the charter term and no later than December 1, 2017, and ensure successful execution during the term of its charter. The plan must address how this system will be accessible without interruption in the case of staff changes.*

Benchmark 2: CALPADS Accurate and Timely Reporting						
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Met	Met	Met	Met	Met	Met	Met

Benchmark 2 was met in all seven years.

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 New Los Angeles Charter outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	*Developing*
2024-2025	*Developing*
Concerns	The rating of *Developing* in 2023-2024 and 2024-2025 was based on CA School Dashboard Indicators including ELA, Math, chronic absenteeism, and suspension outcomes.

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Accomplished*
Concerns	No unresolved issues pending

VI. VERIFIED DATA

Charter schools satisfying the Middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school's achieved measurable increases in academic achievement, or strong postsecondary outcomes for the timeframe specified in law. (Ed. Code, § 47607.2(b)(3).)

ELA

Charter School provided data for Reading from "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2022-2023, 2023-2024, and 2024-2025 ("Final Diagnostic") for All Students and for the following student groups: English Learner, Socioeconomically Disadvantaged, Students with Disabilities, Latino, American Indian or Alaska Native, African American, and White. i-Ready is an adopted academic progress indicator approved by the SBE to be on the verified data list.

Per Education Code section 47607.2 (c)(2), the SBE established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled,

i-Ready's publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 313 students were assessed in Reading and 317 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2024-2025 assessment data appears to include at least 95% of eligible students.

For Reading, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 116%. Per the California SBE May 2023 Agenda Item #02, publisher guidance states, "Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers." Therefore, based on i-Ready's Median Progress to Typical Growth targets[1] to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth," Charter School met for All Students in Reading in 2024-2025.

As seen in the table below, Charter School provided the most recent data for seven student groups and all seven student groups demonstrated one year's progress based on i-Ready's Median Progress to Typical Growth Targets in 2024-2025.

i-Ready Diagnostic Growth Reading 2024-2025				
Student Groups	**Number of Students Tested**	**i-Ready Growth Target**	**Reading: Progress to Annual Typical Growth (Median)**	**One Year's Progress**
All Students Grade 6-8	313	Grades 6-8: 45%	116%	Met
American Indian or Alaska Native	18	Grades 6-8: 45%	125%	Met
African American	28	Grades 6-8: 45%	115%	Met
English Learner	56	Grades 6-8: 45%	118%	Met
Latino	275	Grades 6-8: 45%	122%	Met
Socioeconomically Disadvantaged	254	Grades 6-8: 45%	109%	Met
Students with Disabilities	71	Grades 6-8: 45%	94%	Met
White	22	Grades 6-8: 45%	50%	Met

*Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Charter School also submitted verified data using i-Ready for the 2022-2023 and 2023-2024 school year. Based on i-Ready's Median Progress to Typical Growth targets, Charter School met the one year's progress for All Students and for all seven of the school's student groups in Reading in 2023-2024. Based on i-Ready's prior Typical Growth target of 50% of the students making 100% Typical Growth, Charter School met the one year's progress for All Students and for all seven of the school's student groups in Reading in 2022-2023.

[1] In 2023, Curriculum Associates revised typical growth targets in Reading to be 75% in Grades K-5 and 45% in Grades 6-8.

MATH

Charter School provided data for Math from an "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2022-2023, 2023-2024, and 2024-2025 ("Final Diagnostic") for All Students and for the following student groups: English Learner, Socioeconomically Disadvantaged, Students with Disabilities, Latino, American Indian or Alaska Native, African American, and White. i-Ready is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

Per Education Code section 47607.2 (c)(2), the SBE established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready's publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 317 students were assessed in Math and 317 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2024-2025 assessment data appears to include at least 95% of eligible students.

For Math, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 100%. Based on i-Ready's Median Progress to Typical Growth targets[2] to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth," Charter School met for All Students in Math in 2024-2025.

As seen in the table below, Charter School provided the most recent data for seven student groups and six student groups demonstrated one year's progress based on i-Ready's Median Progress to Typical Growth Targets in 2024-2025.

i-Ready Diagnostic Growth Math 2024-2025				
Student Groups	**Number of Students Tested**	**i-Ready Growth Target**	**Math: Progress to Annual Typical Growth (Median)**	**One Year's Progress**
All Students Grade 6-8	317	Grades 6-8: 60%	100%	Met
American Indian or Alaska Native	18	Grades 6-8: 60%	48%	Not Met
African American	28	Grades 6-8: 60%	96%	Met
English Learner	58	Grades 6-8: 60%	78%	Met
Latino	278	Grades 6-8: 60%	104%	Met
Socioeconomically Disadvantaged	257	Grades 6-8: 60%	100%	Met
Students with Disabilities	71	Grades 6-8: 60%	100%	Met
White	22	Grades 6-8: 60%	183%	Met

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

[2] i-Ready Median Progress to Typical Growth targets in Math are 80% in Grades K-5 and 60% in Grades 6-8.

Charter School also submitted verified data using i-Ready for the 2022-2023 and 2023-2024 school year. Based on i-Ready's Median Progress to Typical Growth targets, Charter School met the one year's progress for All Students and met the one year's progress for six of the school's seven student groups in Math in 2023-2024. Based on i-Ready's prior Typical Growth target of 50% of the students making 100% Typical Growth, Charter School met the one year's progress for All Students and for six of the school's seven student groups in Math in 2022-2023.

Based on the review and consideration of verified data, New Los Angeles Charter included three years of data, including schoolwide and student group reports (English Learner, Socioeconomically Disadvantaged, Students with Disabilities, Latino, American Indian or Alaska Native, African American, and White) for both ELA and Math. In 2022-2023, 2023-2024, and 2024-2025, New Los Angeles Charter appears to have met 95 percent participation rate for schoolwide and all numerically significant student groups.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition
New Los Angeles Charter's fiscal condition is positive and has been upward trending since the 2020-2021 fiscal year.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Unaudited Actuals)
Net Assets	$2,722,932	$2,817,692	$3,197,445	$3,383,294	$3,499,454
Net Income/Loss	$620,265	$94,760	$379,753	$185,849	$116,160
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment	321	318	329	325	316

b. 2023-2024 Independent Audit Report
Audit Opinion: Unmodified/Unqualified
Material Weaknesses: None Reported
Deficiencies/Findings: None Reported
Lack of a Going Concern: None Reported

c. Other Significant Fiscal Information
The financial condition of the charter operator is summarized in the table below.

New Los Angeles					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
3 [1]	3 [1]	$7,809,920 [2]	$83,944 [2]	$73,635	($31,762) [3]

[1] On March 27, 2023, the LAUSD Board of Education approved City Language Immersion Charter's (CLIC) material revision request to revise its governance structure and related charter elements, transferring governance and operations to New Los Angeles. As a result, New Los Angeles began operating CLIC at the start of the 2023-2024 school year. Prior to Fiscal Year 2023-2024, CLIC was operated by City Charter Schools, which ceased operations after its Board voted to voluntarily surrender the charter of its other LAUSD-authorized charter school, The City, effective June 30, 2023.

[2] The net income of $83,944 represents the operational results for Fiscal Year 2023-2024, excluding the one-item adjustment of $2,596,660 related to the merger of CLIC. With this one-time adjustment, New Los Angeles reported a net asset ending balance of $7,809,920 as of June 30, 2024.

[3] New Los Angeles stated that the net loss was primarily due to one-time expenditures related to the merger of CLIC.

New Los Angeles Charter

Board District: 1 | Region: West | Location Code: 8015

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023								Dashboard 2024						
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	99%	310	-32.6	Low	-12.2	Lower	99%	318	-27.8	4.8	Increased	Yellow	-13.6	Lower	100%	319	-17.0	10.8	Increased	Yellow	-13.2	Lower
African American/Black	100%	23	-23.7	Low	-57.7	--	100%	27	-33.8	-10.1	Declined	--	-59.6	--	100%	35	-24.8	9.0	Increased	--	-58.9	Higher
English Learner	100%	106	-81.6	Very Low	-61.2	Lower	100%	106	-78.0	3.6	Increased	Orange	-67.7	Lower	100%	109	-60.8	17.3	Increased Significantly	Yellow	-67.6	Higher
Latino	99%	272	-34.9	Low	-38.6	Higher	99%	280	-29.0	5.9	Increased	Yellow	-40.2	Higher	100%	276	-17.5	11.5	Increased	Yellow	-39.3	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	100%	43	-105.7	-9.3	Declined	Red	-109.6	Higher
Socioeconomically Disadvantaged	99%	286	-34.6	Low	-41.4	Higher	99%	288	-32.2	2.4	Maintained	Orange	-42.6	Higher	100%	275	-18.3	13.9	Increased	Yellow	-40.9	Higher
Students with Disabilities	98%	58	-103.6	Very Low	-97.3	Lower	97%	60	-100.8	2.8	Maintained	Red	-96.3	Lower	98%	62	-104.3	-3.5	Declined	Red	-95.6	Lower

Data Sources: California School Dashboard Research data files.

New Los Angeles Charter

Board District: 1 | Region: West | Location Code: 8015

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
	Dashboard 2022						Dashboard 2023								Dashboard 2024							
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	100%	311	-93.1	Low	-51.7	Lower	99%	318	-88.4	4.7	Increased	Yellow	-49.1	Lower	100%	319	-81.2	7.2	Increased	Yellow	-47.6	Lower
African American/Black	100%	23	-76.3	Low	-106.9	--	100%	27	-112.7	-36.4	Declined Significantly	--	-104.5	--	100%	35	-118.2	-5.4	Declined	--	-102.2	Lower
English Learner	100%	106	-142.4	Very Low	-92.0	Lower	100%	106	-134.4	8.0	Increased	Orange	-93.4	Lower	100%	109	-115.5	18.9	Increased Significantly	Orange	-93.4	Lower
Latino	100%	273	-95.2	Very Low	-83.4	Lower	99%	280	-89.1	6.1	Increased	Yellow	-80.8	Lower	100%	276	-78.8	10.3	Increased	Yellow	-79.2	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	100%	43	-162.0	-0.3	Maintained	Red	-163.5	Higher
Socioeconomically Disadvantaged	100%	287	-93.4	Low	-84.0	Lower	99%	288	-91.7	1.7	Maintained	Orange	-80.8	Lower	100%	275	-82.8	9.0	Increased	Yellow	-78.2	Lower
Students with Disabilities	98%	58	-164.1	Very Low	-130.8	Lower	97%	60	-164.1	0.0	Maintained	Red	-127.3	Lower	98%	62	-150.3	13.8	Increased	Orange	-124.3	Lower

Data Sources: California School Dashboard Research data files.

New Los Angeles Charter

Board District: 1 | Region: West | Location Code: 8015

CA School Dashboard: English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school for all student groups in grades 1-12. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator

	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	Students	ELPI	Status Level	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State
English Learner	79	50.6%	Medium	50.3%	Higher	72	50.0%	-0.6	Maintained	Yellow	48.7%	Higher	64	48.4%	-1.6	Maintained	Yellow	45.7%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	44	50.0%	-8.8	Declined	Orange	45.8%	Higher

Student English Language Acquisition Results Summative ELPAC

		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2022	EL	44.3%	6.3%	29.1%	20.3%	47.5%	2.8%	31.4%	18.3%
2023	EL	50.0%	0.0%	29.2%	20.8%	45.7%	2.3%	32.2%	18.3%
2024	EL	48.4%	0.0%	39.1%	12.5%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	50.0%	0.0%	34.1%	15.9%	41.6%	3.4%	28.5%	24.7%

Districts and schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard). For each district and school that does not meet the 95 percent target, the minimum number of students needed to reach a participation rate of at least 95 percent is determined. The resulting number of students will be counted as not making progress in the current ELPI Status calculation.

Summative ELPAC Participation Rate Report

		School				State of California			
End Year	Student Group	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%
2022	EL	81	82	98.8%	Y	1,052,513	1,088,734	96.7%	Y
2023	EL	73	73	100.0%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	36	36	100.0%	Y	193,182	202,530	95.4%	Y
2024	EL	65	65	100.0%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	34	34	100.0%	Y	182,603	190,459	95.9%	Y

New Los Angeles Charter

Board District: 1 | Region: West | Location Code: 8015

CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	Chronic Absenteeism	Status Level	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	326	42.3%	Very High	30.0%	Higher	329	31.3%	-11.0	Declined Significantly	Yellow	24.3%	Higher	329	24.6%	-6.7	Declined Significantly	Yellow	18.6%	Higher
African American/Black	23	65.2%	Very High	42.9%	--	27	51.9%	-13.4	Declined	--	36.4%	--	35	25.7%	-26.1	Declined	--	31.3%	Lower
English Learner	86	40.7%	Very High	33.6%	Higher	78	28.2%	-12.5	Declined	Orange	26.3%	Higher	68	22.1%	-6.1	Declined	Orange	20.1%	Higher
Latino	285	40.0%	Very High	35.8%	Higher	289	28.7%	-11.3	Declined Significantly	Yellow	28.4%	Higher	284	24.6%	-4.1	Declined Significantly	Yellow	21.7%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	44	20.5%	-5.5	Declined	Orange	23.9%	Lower
Socioeconomically Disadvantaged	301	41.9%	Very High	37.4%	Higher	299	32.8%	-9.1	Declined Significantly	Yellow	29.9%	Higher	282	24.8%	-8.0	Declined Significantly	Yellow	23.4%	Higher
Students with Disabilities	61	54.1%	Very High	39.6%	Higher	64	34.4%	-19.7	Declined	Orange	33.1%	Higher	66	24.2%	-10.1	Declined	Orange	26.3%	Lower

Data Sources: California School Dashboard Research data files.

New Los Angeles Charter

Board District: 1 | Region: West | Location Code: 8015

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	Suspension Rate	Status Level	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State
All Students	331	1.8%	Low	3.1%	Lower	332	4.8%	3.0	Increased	Orange	3.5%	Higher	335	2.1%	-2.7	Declined	Green	3.2%	Lower
African American/Black	23	4.3%	Medium	7.9%	--	27	7.4%	3.1	Increased	--	8.8%	--	36	11.1%	3.7	Increased	--	8.4%	Higher
English Learner	87	3.4%	Medium	3.2%	Higher	79	7.6%	4.1	Increased	Orange	3.7%	Higher	69	1.4%	-6.1	Declined	Green	3.4%	Lower
Latino	290	1.7%	Low	3.3%	Lower	291	4.5%	2.7	Increased	Orange	3.8%	Higher	289	0.7%	-3.8	Declined Significantly	Blue	3.4%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	44	2.3%	-8.8	Declined	Green	8.1%	Lower
Socioeconomically Disadvantaged	305	2.0%	Low	4.0%	Lower	301	5.0%	3.0	Increased	Orange	4.5%	Higher	286	1.7%	-3.2	Declined Significantly	Blue	4.0%	Lower
Students with Disabilities	61	3.3%	Medium	5.4%	Lower	64	9.4%	6.1	Increased	Orange	5.9%	Higher	67	6.0%	-3.4	Declined	Green	5.4%	Higher

Data Sources: California School Dashboard Research data files.

New Los Angeles Charter

Board District: 1 | Region: West | Location Code: 8015

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group						
	2023-2024			2024-2025		
Student Group	**School**	**Los Angeles Unified**	**State of California**	**School**	**Los Angeles Unified**	**State of California**
Enrollment	325	529,902	5,837,690	317	516,685	5,806,221
F/R Meal	78.8%	80.6%	61.6%	73.8%	81.9%	62.7%
GATE	0.0%	11.6%	N/A	6.6%	13.0%	N/A
English Learner	20.6%	20.1%	18.4%	18.0%	18.6%	17.4%
Foster Youth	0.0%	0.6%	0.5%	0.0%	0.5%	0.5%
Homeless Youth	1.2%	2.1%	3.6%	0.6%	2.7%	4.0%
Socioeconomically Disadvantaged	83.4%	81.3%	62.7%	77.0%	82.4%	63.6%
Students w/ Disabilities	17.8%	14.8%	13.7%	21.8%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	10.8%	7.3%	4.9%	9.1%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.6%	0.1%	0.4%
Asian	0.6%	3.4%	9.9%	0.3%	3.3%	10.1%
Filipino	0.3%	1.7%	2.2%	0.3%	1.6%	2.2%
Latino	86.5%	73.8%	56.1%	87.1%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	1.5%	9.8%	20.3%	1.6%	9.7%	20.0%
Two or More Races	0.3%	2.0%	4.6%	0.9%	2.1%	4.8%
Not Reported	0.0%	1.8%	1.1%	0.0%	2.2%	1.2%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp

New Los Angeles Charter

Board District: 1 | Region: West | Location Code: 8015

Long-Term English Learners (LTEL) and “At-Risk”

Note: The “EL Total” column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the “English Learners” heading. The “Total (Ever-EL)” column displays the summed total of the data in the “RFEP” column plus the data in the four columns under the “English Learners” heading OR the data in the “EL Total” column, but not both. The percent values displayed in this report are calculated as a percent of the “Total (Ever-EL)” which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	38	20.9%	17,921	7.3%	226,508	11.1%	33	19.6%	15,302	6.5%	211,186	10.6%	27	16.7%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	2	1.1%	17,295	7.1%	144,189	7.1%	3	1.8%	15,717	6.7%	136,188	6.8%	1	0.6%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	4	2.2%	60,457	24.7%	505,486	24.8%	7	4.2%	60,574	25.7%	519,651	26.0%	4	2.5%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	34	18.7%	18,850	7.7%	236,319	11.6%	24	14.3%	14,725	6.2%	207,768	10.4%	25	15.4%	13,775	6.2%	178,306	9.3%
EL Total	78	42.9%	114,523	46.8%	1,112,502	54.5%	67	39.9%	106,318	45.0%	1,074,793	53.8%	57	35.2%	95,959	43.3%	1,009,030	52.6%
RFEP	104	57.1%	130,377	53.2%	927,694	45.5%	101	60.1%	129,789	55.0%	924,422	46.2%	105	64.8%	125,465	56.7%	909,298	47.4%
Total Ever EL	182	100.0%	244,900	100.0%	2,040,196	100.0%	168	100.0%	236,107	100.0%	1,999,215	100.0%	162	100.0%	221,424	100.0%	1,918,328	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesltel.asp

New Los Angeles Charter

Board District: 1 | Region: West | Location Code: 8015

Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by Local Education Agencies (LEAs). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. High Incidence is defined as students in the Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment categories. Low Incidence Students are defined as those in the Autism, Deafness, Emotional Disturbance, Hard of Hearing, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, and Visual Impairment categories.

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	325			529,902			317			516,685		
Students with Disabilities	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	58	100%	17.8%	78,319	100%	14.8%	69	100%	21.8%	80,505	100%	15.6%
High Incidence	55	94.8%	16.9%	52,153	66.6%	9.8%	62	89.9%	19.6%	52,412	65.1%	10.1%
Low Incidence	3	5.2%	0.9%	26,162	33.4%	4.9%	7	10.1%	2.2%	28,084	34.9%	5.4%
Autism	0	0%	0%	18,713	23.9%	3.5%	5	7.2%	1.6%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Emotional Disturbance	2	3.4%	0.6%	1,148	1.5%	0.2%	0	0%	0%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	0	0%	0%	971	1.2%	0.2%	0	0%	0%	931	1.2%	0.2%
Intellectual Disability	0	0%	0%	3,393	4.3%	0.6%	1	1.4%	0.3%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	12	20.7%	3.7%	10,930	14%	2.1%	12	17.4%	3.8%	11,596	14.4%	2.2%
Orthopedic Impairment	1	1.7%	0.3%	533	0.7%	0.1%	1	1.4%	0.3%	434	0.5%	0.1%
Specific Learning Disability	40	69%	12.3%	29,615	37.8%	5.6%	47	68.1%	14.8%	29,368	36.5%	5.7%
Speech or Language Impairment	3	5.2%	0.9%	11,608	14.8%	2.2%	3	4.3%	0.9%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	0	0%	0%	185	0.2%	0%	0	0%	0%	175	0.2%	0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

ATTACHMENT C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
NEW LOS ANGELES CHARTER
BOARD OF EDUCATION REPORT 137 – 25/26
November 17, 2025

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2026 until June 30, 2031 to serve up to 360 students in grades 6-8 in each year of the charter term.

II. Summary Description of Current District Practice:
Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:
The approval of this charter petition would renew the charter of New Los Angeles Charter for five (5) years beginning July 1, 2026 until June 30, 2031.

IV. Effects of This Proposal:
The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:
If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

CHRISTINE KAE
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

TAB 23

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-134-25/26, **Version:** 1 **Agenda Date:** 11/17/2025
In Control: Charter Schools Division

Denial of the Renewal Petition for Ingenium Charter Middle [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Denial of the Renewal Petition for Ingenium Charter Middle) Recommends denial of the renewal petition for Ingenium Charter Middle, a Start-Up Independent charter school, located in Board District 4 and Region North, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 270 students in grades 6-8 in each year of the charter term.

Action Proposed:
Adopt the denial of the renewal charter petition for Ingenium Charter Middle ("Charter School"), a Start-Up Independent charter school, located in Board District 4 and Region North, and adoption of the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for Ingenium Charter Middle.

Background:
Ingenium Charter Middle is a 6-8 school currently serving 195 students on a District Proposition 39 Co-Location (Sutter Middle School) at 7330 Winnetka Avenue, Winnetka, CA, 91306 in Board District 4 and Region North. Ingenium Charter Middle was originally approved by the LAUSD Board of Education on February 12, 2013. On November 7, 2017, the charter school was renewed for a five-year term to serve 270 students in grades 6-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Ingenium Charter Middle expires June 30, 2026.

On August 20, 2025, Ingenium Charter Middle submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through November 18, 2025.

An initial Public Hearing was held on October 14, 2025.
Based on a comprehensive review and assessment of Charter School's renewal petition application and its record of performance, staff has determined that Charter School has not met the requirements set forth in Education Code sections 47605, 47607 and/or 47607.2 and therefore recommends denial of the renewal petition.

Due Diligence:
Current Ingenium Charter Middle governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A confidential due diligence review of the charter school and its governing organization, school leader and financial manager, was performed by the Office of the Inspector General, and to the extent any material concerns were identified by the

Office of the Inspector General, such information was forwarded to District staff for further assessment.

Statutory Framework and Criteria for Renewal:
A charter school must demonstrate that it is eligible for a renewal of its charter by meeting specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

Criterion 1: The Charter Schools Act provides that renewals are governed by the standards and criteria described in Education Code section 47605 applicable to initial petitions. The first criterion considered in reviewing a renewal petition requires an analysis of the following:

- Whether the petition includes a sound educational program;
- Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
- Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
- Whether the charter school is demonstrably unlikely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions. (The Board may not consider the community impact analysis or District fiscal analysis in determining whether to grant or deny a renewal petition).

Criterion 2: The Board is required to consider the charter school's performance on the California School Dashboard accountability indicators. Education Code sections 47607 and 47607.2 prescribe three-tiers of performance classification in which a charter school falls within one of the following categories - "high," "middle," or "low." The three-tier classification considers a charter school's performance on the California School Dashboard accountability indicators, with an emphasis on the measurements of academic performance.

Criterion 3: Notwithstanding Criterion 1 and 2, the Board must also consider whether the charter school's enrollment or dismissal practices are discriminatory as grounds for nonrenewal. (Ed. Code, § 47607(e).) Additionally, the Board considers whether the charter school has substantial fiscal or governance factors as grounds for nonrenewal. (Ed. Code, § 47607(e).)

Grounds for Nonrenewal:
Staff of the Charter Schools Division and the Office of the General Counsel reviewed the renewal charter petition application for Ingenium Charter Middle and have assessed that the renewal petition application does not meet the criteria for approval. As fully discussed in the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for Ingenium Charter Middle, based on review of the petition and supporting documentation, staff has determined that Charter School has not met the requirements set forth in Education Code sections 47605, 47607, and/or 47607.2, and therefore recommends denial of the renewal petition.

Expected Outcomes:
Denial will prevent Charter School from continuing its operations as a charter school under the authority of the LAUSD Board.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of denial and the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for Ingenium Charter Middle, Charter School would not be authorized to continue operating as a charter school under the terms of the authority of the LAUSD Board. Charter School's current charter expires on June 30, 2026. The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 134-25/26, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of Charter School renewal petition.

"No" - If the Board does not adopt the recommendation of denial of the charter petition and the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for Ingenium Charter Middle, and instead takes specific action to approve the renewal charter petition, Charter School would be authorized to continue operating as a charter school under the terms of the approved renewal petition for a five (5) year period beginning July 1, 2026. Within 30 days, the Board requires that the school submit to the Charter Schools Division a revised renewal charter petition that is consistent with and meets all applicable legal and LAUSD requirements, including but not limited to a reasonably comprehensive description of all fifteen required elements and current Federal, State, District Required Language.

Policy Implications:
All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact:
The Local Control Funding Formula (LCFF) and various other income sources of the District are reduced when current District students enroll at a charter school, and corresponding reduction in expenditures may not occur in such cases. If the Board adopts staff recommendation of denial of the petition, the action will not have a budget impact. If the Board does not adopt the staff denial recommendation and the petition is approved, the impact on the budget will be commensurate with the terms of the specific Special Education Local Plan Area (SELPA) Memorandum of Understanding (MOU) (Option 1, 2, or 3) executed by the charter school and the District, if applicable.

Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a

material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected 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 MOU between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:
As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has not met the requirements for charter school and therefore recommends denial of the renewal petition.

Issues and Analysis:
If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Ingenium Charter Middle Data Set
Attachment C - Findings of Fact in Support of Denial of the Charter Petition for Ingenium Charter Middle

File #: Rep-134-25/26, **Version:** 1 **Agenda Date:** 11/17/2025
In Control: Charter Schools Division

Budget, Petition, and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1o3bbo5jinS-rboTbjPD41HZPXfDx3iA_?usp=sharing>

Submitted:
10/23/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Office of the Chief Strategy Officer

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

powered by Legistar™

ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT

RENEWAL PETITION

Board of Education Report 134-25/26
November 17, 2025

School Name:	**Ingenium Charter Middle**		BOARD IS REQUIRED TO TAKE ACTION BY: **November 18, 2025**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Ingenium Schools**		
Location Code:	**5203**		
Type of Site(s):	**District-Proposition 39 Co-Location**		
Site Address(es):	**7330 Winnetka Avenue, Winnetka, CA 91306 (Sutter Middle School)**		
Board District(s):	**4**	Region(s):	**North**
Grade Levels Served:	**6-8**	Current Enrollment:	**195**
Grade Levels Authorized in Current Charter:	**6-8**	Approved Enrollment in Current Charter:	**270**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Denial**		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends denial of the renewal petition for Ingenium Charter Middle ("Charter School"), located in Board District 4 and Region North, for a term of five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 270 students in grades 6-8 in each year of the charter term.

II. RENEWAL REQUIREMENTS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  For reasons more fully set forth in the *Findings of Fact in Support of Denial of the Renewal Charter Petition for Ingenium Charter Middle*, these criteria have been determined to be bases for denial.

- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
  For reasons more fully set forth in the *Findings of Fact in Support of Denial of the Renewal Charter Petition for Ingenium Charter Middle*, these criteria have been determined to be bases for denial.

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)
  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

	Ingenium Charter Middle
Initial Authorization:	On February 12, 2013, Ingenium Charter Middle was authorized by the LAUSD Board of Education to serve 270 students in grades 6-8.
Most Recent Renewal	The charter was renewed on November 7, 2017 for a five-year term (July 1, 2018 - June 30, 2023) to serve up to 270 students in grades 6-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Ingenium Charter Middle expires June 30, 2026.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	On November 7, 2017, as part of the school's most recent renewal, the LAUSD Board of Education issued the following academic benchmarks to Ingenium Charter Middle: 1. The school shall submit a written status report to the Charter Schools Division annually no later than December 1 that provides evidence to demonstrate growth of at least one performance level per academic year in *English Language Arts* indicators for measuring "Academic Performance" on the California Dashboard as reported by the California Department of Education (CDE) for all numerically significant subgroups with the goal of achieving and maintaining the "Green" performance level or higher on each of these indicators. 2. The Charter School shall provide a plan to the Charter Schools Division, within 30 days, to address the school's systemic improvements for accurate and timely reporting into CALPADS. The plan shall address how this system will be accessible without interruption in the case of staff changes. The Charter School shall submit written evidence to the Charter Schools Division annually no later than June 1 of accurate and timely reporting into CALPADS. Please see the *Findings of Fact in Support of Denial of the Renewal Charter Petition for Ingenium Charter Middle* for more details.

	Ingenium Charter Middle
Submission of Renewal Petition Application:	Ingenium Charter Middle submitted its renewal petition application on August 20, 2025. The 90-day statutory timeline for Board action on the petition runs through November 18, 2025.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Ingenium Charter Middle implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Ingenium Charter Middle participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Ingenium Charter Middle is operated by Ingenium Schools, a California nonprofit public benefit corporation that also operates one other LAUSD-authorized charter school.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Ingenium Charter Middle has been identified by the state as a Middle performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard, and whether there was clear and convincing verified data evidence showing the school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School's Dashboard performance was lower than the state in English Language Arts (ELA), Math, and on the English Language Progress Indicator (ELPI). The charter school provided three years of verified data, demonstrating a majority of grade levels and numerically significant student groups demonstrated one year's progress in 2022-2023, 2023-2024 and 2024-2025. However, there were participation rate concerns. Further analysis in ELA, Math, and ELPI demonstrated lower outcomes for the charter school when compared to Resident Schools Median. In addition, when comparing the CAASPP Standard Exceeded or Met rates in ELA and Math, the charter school was lower than the Resident Schools Median for the three years. Furthermore, the charter school demonstrated higher Long-term English Learner percentages.

Please see the Ingenium Charter Middle data sets.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels are reported based on the 2021-2022 school year data using one of five Status Levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status Levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and

Very High). Below, the 2023 and 2024 Dashboard Performance Levels (colors) based on two years' data are provided.

Ingenium Charter Middle

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	Very Low	Very Low	Medium	Not Applicable	Very High	Not Applicable	Low
2022-2023	Orange	Orange	Orange	Not Applicable	Red	Not Applicable	Orange
2023-2024	Red	Orange	Green	Not Applicable	Yellow	Not Applicable	Green

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

c. English Language Arts Indicator
Please see the *Findings of Fact in Support of Denial of the Charter Petition for Ingenium Charter Middle* for more details.

d. Math Indicator
Please see the *Findings of Fact in Support of Denial of the Charter Petition for Ingenium Charter Middle* for more details.

e. English Learner Progress Indicator
Please see the *Findings of Fact in Support of Denial of the Charter Petition for Ingenium Charter Middle* for more details.

f. College/Career Indicator
Not applicable

g. Chronic Absenteeism Indicator
In 2023 and 2024, on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students, and for the majority of numerically significant student groups, but lower in 2022. However, Charter School is demonstrating declines for All Students and for all numerically significant student groups.

h. Graduation Indicator[HS only]
Not applicable

i. Suspension Rate Indicator
In 2022, 2023 and 2024, the charter school's percentage of students suspended at least once was lower than the state for All Students, and for all numerically significant student groups.

j. Dashboard Local Indicators
Staff also considered the Local Indicators (e.g., Basic: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; Access to a Broad Course of Study) which have all been reported as "Met" in 2023 and "Not Met" in 2024.

k. Additional Information

As noted above, Ingenium Charter Middle has two (2) benchmarks, related to academics and operations in its current term. Please see the *Findings of Fact in Support of Denial of the Charter Petition for Ingenium Charter Middle* for more details.

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

In accordance with Education Code section 47604.32, the District's Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following four categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for Ingenium Charter Middle outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	None

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	*Unsatisfactory*
2024-2025	*Developing*
Concerns	The ratings of *Unsatisfactory* and *Developing* in 2023-2024 and 2024-2025 were due to school performance on the California School Dashboard and the average of the indicator scores.

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	None

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	*Accomplished*
2024-2025	*Accomplished*
Concerns	No unresolved issues pending

VI. VERIFIED DATA

Charter schools satisfying the Middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school's achieved measurable increases in

academic achievement, or strong postsecondary outcomes for the timeframe specified in law. (Ed. Code, § 47607.2(b)(3).) Please see the *Findings of Fact in Support of Denial of the Charter Petition for Ingenium Charter Middle* for more details.

VII. FURTHER ANALYSIS FOR MIDDLE PERFORMING CHARTER SCHOOLS

Following the review of the foregoing performance data for this charter school placing a greater weight on academic performance on the California School Dashboard, and considering Charter School provided three years of verified data that had participation rate concerns, staff determined that the school's ELA, Math, and ELPI data requires further review. Please see the *Findings of Fact in Support of Denial of the Charter Petition for Ingenium Charter Middle* for more details.

VIII FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition
Ingenium Charter Middle's fiscal condition is positive.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Unaudited Actuals)
Net Assets	$1,117,676	$1,303,226	$1,997,465	$1,267,188	$1,600,910
Net Income/Loss	$950,263	$185,550	$694,239	($730,277)[1]	$333,722
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment [A]	229	184	147	169	180

[1] Ingenium Schools explained that the net loss reported for 2023-2024 was primarily due to the sub-agreement service costs incurred to address higher-than-expected needs in areas such as special education, substitute staffing, and transportation.

[A] Ingenium Charter Middle reported 195 Norm Enrollment for Fiscal Year 2025-2026. Ingenium Schools stated that it plans to increase enrollment through various means, for example, increasing community engagement, advocacy, and partnerships. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

b. 2023-2024 Independent Audit Report
Audit Opinion: Unmodified/Unqualified
Material Weaknesses: None Reported
Deficiencies/Findings: None Reported
Lack of a Going Concern: None Reported

c. Other Significant Fiscal Information
The financial condition of the charter operator is summarized in the table below.

Ingenium Schools					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
4	2	$7,957,361	($1,569,985)[1]	$0	$0

[1] The net loss reported for the charter operator, including its related parties and its charter schools, reflected the combined net losses from all four of its charter schools.

ATTACHMENT B

Ingenium Charter Middle

Board District: 4 | Region: North | Location Code: 5203

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
	Dashboard 2022						Dashboard 2023							Dashboard 2024						
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	99%	164	-78.0	Very Low	-12.2	Lower	99%	130	-73.0	5.0	Increased	Orange	-13.6	Lower	96%	151	-79.4	-6.5	Declined	Red	-13.2	Lower
English Learner	99%	85	-103.1	Very Low	-61.2	Lower	100%	65	-114.8	-11.7	Declined	Red	-67.7	Lower	93%	77	-114.7	0.1	Maintained	Red	-67.6	Lower
Latino	99%	150	-82.8	Very Low	-38.6	Lower	99%	115	-87.8	-5.0	Declined	Red	-40.2	Lower	96%	138	-83.9	3.9	Increased	Orange	-39.3	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	100%	28	-115.6	-1.0	Maintained	--	-109.6	--
Socioeconomically Disadvantaged	99%	163	-78.8	Very Low	-41.4	Lower	99%	111	-82.1	-3.3	Declined	Red	-42.6	Lower	96%	149	-79.2	2.9	Maintained	Red	-40.9	Lower
Students with Disabilities	100%	27	-127.0	Very Low	-97.3	--	100%	21	-126.6	0.4	Maintained	--	-96.3	--	100%	23	-135.5	-8.9	Declined	--	-95.6	--

Data Sources: California School Dashboard Research data files.

Ingenium Charter Middle

Board District: 4 | Region: North | Location Code: 5203

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
	Dashboard 2022						Dashboard 2023								Dashboard 2024							
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	98%	161	-148.1	Very Low	-51.7	Lower	99%	130	-129.6	18.5	Increased Significantly	Orange	-49.1	Lower	99%	157	-120.1	9.6	Increased	Orange	-47.6	Lower
English Learner	98%	83	-163.2	Very Low	-92.0	Lower	99%	65	-155.1	8.1	Increased	Orange	-93.4	Lower	99%	81	-147.6	7.5	Increased	Orange	-93.4	Lower
Latino	98%	147	-154.5	Very Low	-83.4	Lower	99%	115	-141.6	12.9	Increased	Orange	-80.8	Lower	99%	144	-121.5	20.1	Increased Significantly	Orange	-79.2	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	96%	27	-175.7	-3.4	Declined	--	-163.5	--
Socioeconomically Disadvantaged	98%	160	-148.4	Very Low	-84.0	Lower	98%	111	-132.8	15.7	Increased Significantly	Orange	-80.8	Lower	99%	155	-120.1	12.7	Increased	Orange	-78.2	Lower
Students with Disabilities	97%	26	-195.2	Very Low	-130.8	--	100%	21	-201.2	-6.1	Declined	--	-127.3	--	100%	23	-190.7	10.5	Increased	--	-124.3	--

Data Sources: California School Dashboard Research data files.

Ingenium Charter Middle

Board District: 4 | Region: North | Location Code: 5203

CA School Dashboard: English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school for all student groups in grades 1-12. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator

	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	Students	ELPI	Status Level	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State
English Learner	56	48.2%	Medium	50.3%	Lower	55	40.0%	-8.2	Declined	Orange	48.7%	Lower	59	49.2%	9.2	Increased	Green	45.7%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	26	69.2%	22.6	Increased Significantly	--	45.8%	Higher

Student English Language Acquisition Results Summative ELPAC

		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2022	EL	48.2%	0.0%	42.9%	8.9%	47.5%	2.8%	31.4%	18.3%
2023	EL	38.2%	1.8%	43.6%	14.5%	45.7%	2.3%	32.2%	18.3%
2024	EL	47.5%	0.0%	30.5%	20.3%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	65.4%	0.0%	15.4%	15.4%	41.6%	3.4%	28.5%	24.7%

Districts and schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard). For each district and school that does not meet the 95 percent target, the minimum number of students needed to reach a participation rate of at least 95 percent is determined. The resulting number of students will be counted as not making progress in the current ELPI Status calculation.

Summative ELPAC Participation Rate Report

		School				State of California			
End Year	Student Group	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%
2022	EL	68	68	100%	Y	1,052,513	1,088,734	96.7%	Y
2023	EL	61	61	100%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	21	21	100%	Y	193,182	202,530	95.4%	Y
2024	EL	62	62	100%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	23	23	100%	Y	182,603	190,459	95.9%	Y

Ingenium Charter Middle

Board District: 4 | Region: North | Location Code: 5203

CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	Chronic Absenteeism	Status Level	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	193	26.4%	Very High	30.0%	Lower	153	36.6%	10.2	Increased Significantly	Red	24.3%	Higher	173	33.5%	-3.1	Declined Significantly	Yellow	18.6%	Higher
English Learner	72	25.0%	Very High	33.6%	Lower	65	46.2%	21.2	Increased	Red	26.3%	Higher	69	34.8%	-11.4	Declined	Orange	20.1%	Higher
Latino	175	25.7%	Very High	35.8%	Lower	136	38.2%	12.5	Increased	Red	28.4%	Higher	157	33.1%	-5.1	Declined Significantly	Yellow	21.7%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	30	46.7%	-9.6	Declined	Orange	23.9%	--
Socioeconomically Disadvantaged	191	26.7%	Very High	37.4%	Lower	130	38.5%	11.8	Increased	Red	29.9%	Higher	170	32.9%	-5.5	Declined Significantly	Yellow	23.4%	Higher
Students with Disabilities	31	35.5%	Very High	39.6%	Lower	22	54.5%	19.1	Increased	--	33.1%	--	27	51.9%	-2.7	Declined	--	26.3%	--

Data Sources: California School Dashboard Research data files.

Ingenium Charter Middle

Board District: 4 | Region: North | Location Code: 5203

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	Suspension Rate	Status Level	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State
All Students	203	1.5%	Low	3.1%	Lower	164	3.0%	1.6	Increased	Orange	3.5%	Lower	182	2.2%	-0.9	Declined	Green	3.2%	Lower
English Learner	75	4.0%	Medium	3.2%	Higher	67	3.0%	-1.0	Declined	Green	3.7%	Lower	70	1.4%	-1.6	Declined	Green	3.4%	Lower
Latino	182	1.6%	Low	3.3%	Lower	146	3.4%	1.8	Increased	Orange	3.8%	Lower	163	2.5%	-1.0	Declined	Green	3.4%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	30	3.3%	0.3	Increased	Orange	8.1%	--
Socioeconomically Disadvantaged	199	1.5%	Low	4.0%	Lower	137	3.6%	2.1	Increased	Orange	4.5%	Lower	178	2.2%	-1.4	Declined	Green	4.0%	Lower
Students with Disabilities	31	0.0%	Very Low	5.4%	Lower	25	4.0%	4.0	Increased	--	5.9%	--	27	0.0%	-4.0	Declined	--	5.4%	--

Data Sources: California School Dashboard Research data files.

Ingenium Charter Middle

Board District: 4 | Region: North | Location Code: 5203

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group						
	2023-2024			2024-2025		
Student Group	**School**	**Los Angeles Unified**	**State of California**	**School**	**Los Angeles Unified**	**State of California**
Enrollment	166	529,902	5,837,690	179	516,685	5,806,221
F/R Meal	93.4%	80.6%	61.6%	96.6%	81.9%	62.7%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A
English Learner	38.6%	20.1%	18.4%	35.8%	18.6%	17.4%
Foster Youth	0.0%	0.6%	0.5%	1.1%	0.5%	0.5%
Homeless Youth	0.0%	2.1%	3.6%	0.0%	2.7%	4.0%
Socioeconomically Disadvantaged	94.0%	81.3%	62.7%	97.2%	82.4%	63.6%
Students w/ Disabilities	13.9%	14.8%	13.7%	18.4%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	3.0%	7.3%	4.9%	4.5%	7.1%	4.9%
American Indian or Alaska Native	0.6%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.0%	3.4%	9.9%	0.6%	3.3%	10.1%
Filipino	2.4%	1.7%	2.2%	1.7%	1.6%	2.2%
Latino	91.0%	73.8%	56.1%	89.9%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.6%	0.2%	0.4%
White	1.8%	9.8%	20.3%	2.2%	9.7%	20.0%
Two or More Races	1.2%	2.0%	4.6%	0.6%	2.1%	4.8%
Not Reported	0.0%	1.8%	1.1%	0.0%	2.2%	1.2%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp

Ingenium Charter Middle

Board District: 4 | Region: North | Location Code: 5203

Long-Term English Learners (LTEL) and “At-Risk”

Note: The “EL Total” column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the “English Learners” heading. The “Total (Ever-EL)” column displays the summed total of the data in the “RFEP” column plus the data in the four columns under the “English Learners” heading OR the data in the “EL Total” column, but not both. The percent values displayed in this report are calculated as a percent of the “Total (Ever-EL)” which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	23	22.3%	17,921	7.3%	226,508	11.1%	27	22.5%	15,302	6.5%	211,186	10.6%	30	24.2%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	7	6.8%	17,295	7.1%	144,189	7.1%	9	7.5%	15,717	6.7%	136,188	6.8%	5	4.0%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	13	12.6%	60,457	24.7%	505,486	24.8%	11	9.2%	60,574	25.7%	519,651	26.0%	18	14.5%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	12	11.7%	18,850	7.7%	236,319	11.6%	17	14.2%	14,725	6.2%	207,768	10.4%	11	8.9%	13,775	6.2%	178,306	9.3%
EL Total	55	53.4%	114,523	46.8%	1,112,502	54.5%	64	53.3%	106,318	45.0%	1,074,793	53.8%	64	51.6%	95,959	43.3%	1,009,030	52.6%
RFEP	48	46.6%	130,377	53.2%	927,694	45.5%	56	46.7%	129,789	55.0%	924,422	46.2%	60	48.4%	125,465	56.7%	909,298	47.4%
Total Ever EL	103	100.0%	244,900	100.0%	2,040,196	100.0%	120	100.0%	236,107	100.0%	1,999,215	100.0%	124	100.0%	221,424	100.0%	1,918,328	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesltel.asp

Ingenium Charter Middle

Board District: 4 | Region: North | Location Code: 5203

Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by Local Education Agencies (LEAs). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. High Incidence is defined as students in the Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment categories. Low Incidence Students are defined as those in the Autism, Deafness, Emotional Disturbance, Hard of Hearing, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, and Visual Impairment categories.

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	**166**			**529,902**			**179**			**516,685**		
Students with Disabilities	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	23	100%	13.9%	78,319	100%	14.8%	33	100%	18.4%	80,505	100%	15.6%
High Incidence	19	82.6%	11.4%	52,153	66.6%	9.8%	26	78.8%	14.5%	52,412	65.1%	10.1%
Low Incidence	4	17.4%	2.4%	26,162	33.4%	4.9%	7	21.2%	3.9%	28,084	34.9%	5.4%
Autism	3	13%	1.8%	18,713	23.9%	3.5%	6	18.2%	3.4%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Emotional Disturbance	0	0%	0%	1,148	1.5%	0.2%	0	0%	0%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	0	0%	0%	971	1.2%	0.2%	0	0%	0%	931	1.2%	0.2%
Intellectual Disability	1	4.3%	0.6%	3,393	4.3%	0.6%	1	3%	0.6%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	7	30.4%	4.2%	10,930	14%	2.1%	8	24.2%	4.5%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0%	0%	533	0.7%	0.1%	0	0%	0%	434	0.5%	0.1%
Specific Learning Disability	12	52.2%	7.2%	29,615	37.8%	5.6%	16	48.5%	8.9%	29,368	36.5%	5.7%
Speech or Language Impairment	0	0%	0%	11,608	14.8%	2.2%	2	6.1%	1.1%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	0	0%	0%	185	0.2%	0%	0	0%	0%	175	0.2%	0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

FINDINGS OF FACT IN SUPPORT OF DENIAL OF THE RENEWAL CHARTER PETITION FOR INGENIUM CHARTER MIDDLE BY THE LOS ANGELES UNIFIED SCHOOL DISTRICT

BOARD OF EDUCATION REPORT
November 17, 2025

I. INTRODUCTION

On August 20, 2025, Ingenium Charter Middle ("Charter School" or "Petitioners") submitted a renewal petition application to the Charter Schools Division ("CSD") of the Los Angeles Unified School District ("LAUSD" or "District"), seeking to renew its charter to serve up to 270 students in grades 6-8 for a five-year term from July 1, 2026 to June 30, 2031 ("Renewal Petition"). (*See* Exhibit 1, Ingenium Charter Middle Renewal Petition). Charter School currently operates on a District Proposition 39 Co-Location (Sutter Middle School) facility at 7330 Winnetka Ave., Winnetka, CA, 91306, which is served by Board District 4 and Region North.

Pursuant to the Charter Schools Act (Ed. Code, § 47600 *et seq*.) and the adopted *LAUSD Policy and Procedures for Charter Schools* ("LAUSD policy" or "District policy"), LAUSD's Board of Education ("Board") has 90 days upon receipt of the renewal petition to either grant or deny the renewal petition unless an extension of an additional 30 days is mutually agreed upon by the parties. No later than 60 days following receipt of the renewal petition, the LAUSD Board must hold an initial public hearing to consider the level of support for the renewal petition by teachers employed by the District, other employees of the District, and parents. At the second public hearing, at which the Board will either grant or deny the charter, the Petitioner shall have equivalent time and procedures to present evidence and testimony to respond to District staff's recommendation and findings. The LAUSD Board must publish all staff recommendations, including the recommended findings regarding the renewal petition, at least 15 days before the public hearing at which the LAUSD Board will either grant or deny the renewal petition.

The District evaluates renewal petitions in accordance with the standards and criteria specified in the Charter Schools Act. Based on a comprehensive review of the Renewal Petition application and the record of performance of Charter School, as described in greater detail below, staff has determined that Charter School has not met the requirements set forth in Education Code sections 47605, 47607, 47607.2 and/or 47611.5 and therefore recommends denial of the Renewal Petition.

II. STANDARD OF REVIEW FOR RENEWAL PETITIONS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the charter school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2 and 47611.5. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

Criterion 1:

The Charter Schools Act provides that renewals are governed by the standards and criteria described in Education Code section 47605 applicable to initial petitions. The first criterion considered in reviewing a renewal petition requires an analysis of the following:

- Whether the petition includes a sound educational program;
- Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
- Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
- Whether petitioners are not demonstrably unlikely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions.

While Criterion 1 is similar to the criteria for a new petition, for renewal petitions, there is more information and data regarding past performance since the initial petition for establishment of the charter school was granted. Thus, soundness of the educational program and capacity for implementation are assessed through the past performance of the existing charter school as indicators of likely future performance, including any applicable benchmarks that have been established. The LAUSD Board will examine the charter school's record in four key areas of charter school performance:

1) Governance
2) Student Achievement and Educational Performance
3) Organizational Management, Programs and Operations
4) Fiscal Operations

As part of its analysis, the LAUSD Board is to assess the extent to which charter school governing board members and staff have successfully implemented the terms of their charter, addressed deficiencies, and demonstrated capacity to continue to do so in the future based on evidence of past performance.[1]

Criterion 2:

The LAUSD Board is required to consider the charter school's performance on the California School Dashboard accountability indicators. Education Code sections 47607 and 47607.2 prescribe three-tiers of performance classification in which a charter school falls within one of the following categories - "high," "middle," or "low" performing. The state will publish an annual list of charter schools and their performance classification.

[1] See LAUSD policy, pp. 28-29.

The three-tier classification considers a charter school's performance on the California School Dashboard accountability indicators, with an emphasis on the measurements of academic performance. "Measurements of academic performance" refers to the state indicators included on the California School Dashboard that are based on statewide assessments in the California Assessment of Student Performance and Progress System (CAASPP), or any successor system, English Learner Progress Indicator (ELPI), or any successor system, and the College/Career Indicator (CCI). A charter school submitting a renewal petition should include in its application all evidence and data related to the charter school's performance on the California School Dashboard.

Middle Performing Charter Schools

For all charter schools that do not meet the High performing or Low performing criteria, the LAUSD Board shall consider the charter school under Middle performing criteria. (Ed. Code, § 47607.2(b)(1).) Pursuant to Education Code section 47607.2(b), the LAUSD Board shall consider the following:

(1) The schoolwide performance and performance of all student groups of pupils served by the charter school on both the state and local indicators on the California School Dashboard;

(2) The LAUSD Board shall provide greater weight to the performance on measurements of academic performance on the California School Dashboard;

(3) Until January 1, 2026, the LAUSD Board shall also consider clear and convincing evidence, demonstrated by verified data, showing either of the following:

a. The charter school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or

b. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

Effective January 1, 2021, pursuant to Education Code section 47607.2(c)(2), the State Board of Education adopted criteria to define verified data[2] and identified an approved list of valid and reliable assessments.[3] Staff's review of Charter School's submitted materials will be based on verified data sources and related information adopted by the State Board of Education. (Ed. Code, § 47607.2(c)(3)). Charter schools submitting verified data for this purpose must adhere to the state-approved criteria.

The LAUSD Board may deny a renewal of a Middle performing charter school pursuant to Education Code section 47607.2(b) upon making each of the following written factual findings:

(1) The charter school has failed to meet or make sufficient progress toward meeting standards

[2] "Verified data" means data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. (Ed. Code, §47607.2(c)(2).)
[3] https://www.cde.ca.gov/sp/ch/verifdatacrit.asp

that provide a benefit to pupils of the school;

(2) The closure of the charter school is in the best interest of the pupils; and

(3) The decision provided greater weight to the performance on the measurements of academic performance.

When determining whether to deny a renewal petition under prong 1 or 2, LAUSD will consider the full oversight record of the charter school, providing greater weight to performance on the measurements of academic performance. This consideration will include a comparison to Resident Schools' performance on the measurements of academic performance (e.g., Long-term English Learner (LTEL) rates, and percentage of students Met or Exceeded Standards as measured on the CAASPP as compared to the state averages, California School Dashboard data, four-year cohort graduation rates). A list of Resident Schools is generated, based on students' addresses as reported in CALPADS.

As a Middle performing charter school, if renewed, the chartering authority (LAUSD Board) must grant a renewal for a period of five years. (Ed. Code, § 47607.2(b)(7).)[4]

Criterion 3:

Notwithstanding Criterion 1 and 2, the LAUSD Board will also consider whether the charter school's enrollment or dismissal practices are discriminatory as grounds for nonrenewal. (Ed. Code, § 47607(e).) Additionally, the LAUSD Board shall consider whether the charter school has substantial fiscal or governance factors as grounds for nonrenewal. (Ed. Code, § 47607(e).)

Specifically, the LAUSD Board may deny renewal of any charter petition, regardless of whether the charter school satisfies the High, Middle, or Low performing criteria, upon a finding that either:

(1) The charter school is demonstrably unlikely to successfully implement the program set forth in the renewal petition due to either:

(a) Substantial fiscal factors, or
(b) Substantial governance factors.

Pursuant to the District Policy, substantial fiscal factors may include, but are not limited to, issues related to the charter school's fiscal solvency, mismanagement of funds, cash flow concerns, or outstanding financial liabilities owed to the District and/or others (e.g., contractual obligations, judgments/settlements, unpaid bills or debts, fee-for-service arrangements, facilities related costs, Prop. 39 over-allocated space reimbursements, etc.). Substantial governance factors may include, but are not limited to, issues related to the retention of faculty (such as school leadership and teachers) which rise to the level of disruption of delivery of educational programs; conflicts of interest; or, violations of the Brown Act or California Public Records Act.

(2) The charter school is not serving the pupils who wish to attend.

Upon a finding that the charter school is not serving all pupils who wish to attend, LAUSD must

[4] See LAUSD policy, pp. 35-37.

identify evidence supporting this finding, including aggregate data reflecting pupil enrollment patterns at the charter school. (Ed. Code, § 47607(d).)[5]

III. FINDINGS OF FACT IN SUPPORT OF DENIAL OF CHARTER RENEWAL

Based on a comprehensive review of Charter School's Renewal Petition application and Charter School's record of performance, District staff recommends that the LAUSD Board **deny** the renewal and adopt these *Findings of Fact In Support of Denial of the Renewal Charter Petition for Ingenium Charter Middle* based on the following ground(s):

- As a Middle performing charter school, Charter School fails to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of Charter School. (Ed. Code, § 47607.2(b).) (Criterion 2); and

- Petitioners are demonstrably unlikely to successfully implement the program set forth in the Renewal Petition. (Ed. Code, § 47605(c)(2).) (Criterion 1)

A. Charter School failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of Charter School. (Ed. Code, § 47607.2(b).) (Criterion 2)

Charter School has been identified by the California Department of Education (CDE) as a Middle performing charter school.[6] While giving greater weight to Charter School's performance on the measurements of academic performance, District staff finds that Charter School has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of Charter School, and that closure of Charter School is in the best interest of pupils.

1. Academic Performance Analysis

Based on a comprehensive review of the Renewal Petition, and Charter School's record of academic performance, as outlined below, District staff determined that Charter School failed to make sufficient progress in academic achievement schoolwide and for numerically significant student groups based on the California School Dashboard in English Language Arts (ELA), Math, and on the English Learner Progress Indicator (ELPI). As outlined in the findings of fact in this Report, and the attached Exhibits, which are hereby incorporated into this finding by this reference, for the three applicable measurements of academic performance, Charter School provided three years of verified data disaggregated by grade levels and student groups; however, the evidence, demonstrated by verified data, failed to meet the clear and convincing threshold. (*See* Exhibit 2, Ingenium Charter Middle Data Set; and Exhibit 3, Ingenium Charter Middle Verified Data.)

a. California School Dashboard English Language Arts Indicator

In 2022, 2023, and 2024 in ELA, Charter School's Distance from Standard (DFS) was lower for All Students, and for all numerically significant student groups.

[5] See LAUSD Policy, pp. 37-38.

[6] The list of charter schools and their respective performance categories, as determined by the criteria outlined in Education Code section 47607.2, published by CDE's Charter Schools Division is available at https://www.cde.ca.gov/sp/ch/csperformcategory.asp.

Ingenium Charter Middle - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Very Low**	**-78.0**	**Low**	**-12.2**	**Lower**
Latino	Met	Very Low	-82.8	Low	-38.6	Lower
English Learner	Met	Very Low	-103.1	Low	-61.2	Lower
Socioeconomically Disadvantaged	Met	Very Low	-78.8	Low	-41.4	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Ingenium Charter Middle - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-73.0**	**5.0**	**Orange**	**-13.6**	**Lower**
Latino	Met	Red	-87.8	-5.0	Orange	-40.2	Lower
English Learner	Met	Red	-114.8	-11.7	Orange	-67.7	Lower
Socioeconomically Disadvantaged	Met	Red	-82.1	-3.3	Orange	-42.6	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Ingenium Charter Middle - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Red**	**-79.4**	**-6.5**	**Orange**	**-13.2**	**Lower**
Latino	Met	Orange	-83.9	3.9	Orange	-39.3	Lower
English Learner	Not Met	Red	-114.7	0.1	Orange	-67.6	Lower
Socioeconomically Disadvantaged	Met	Red	-79.2	2.9	Orange	-40.9	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

b. California School Dashboard Math Indicator

In 2022, 2023, and 2024 in Math, Charter School's DFS was lower than the state for All Students, and for all numerically significant student groups.

Ingenium Charter Middle - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Very Low**	**-148.1**	**Low**	**-51.7**	**Lower**
Latino	Met	Very Low	-154.5	Low	-83.4	Lower
English Learner	Met	Very Low	-163.2	Low	-92.0	Lower
Socioeconomically Disadvantaged	Met	Very Low	-148.4	Low	-84.0	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Ingenium Charter Middle - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-129.6**	**18.5**	**Orange**	**-49.1**	**Lower**
Latino	Met	Orange	-141.6	12.9	Orange	-80.8	Lower
English Learner	Met	Orange	-155.1	8.1	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Orange	-132.8	15.7	Yellow	-80.8	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Ingenium Charter Middle - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-120.1**	**9.6**	**Orange**	**-47.6**	**Lower**
Latino	Met	Orange	-121.5	20.1	Orange	-79.2	Lower
English Learner	Met	Orange	-147.6	7.5	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Orange	-120.1	12.7	Orange	-78.2	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

c. California School Dashboard ELPI

In 2022 and 2023 on the ELPI, Charter School's English Learner Progress Rate was lower than the state. In 2024, Charter School's rates were higher than the state for English Learner and Long-term English Learner student groups.

Ingenium Charter Middle - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Medium	48.2%	Medium	50.3%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Ingenium Charter Middle - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Orange	40.0%	-8.2%	Yellow	48.7%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Ingenium Charter Middle - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Green	49.2%	9.2%	Orange	45.7%	Higher
Long-term English Learner	Met	No Performance Color	69.2%	22.6%	Orange	45.8%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

2. Charter School's Evidence, Demonstrated by Verified Data, Failed to Meet the Clear and Convincing Threshold

In addition to considering the schoolwide performance and performance of numerically significant student groups of pupils served by Charter School on both the state and local indicators on the California School Dashboard, and providing greater weight to the performance on measurements of academic performance on the Dashboard as part of the renewal consideration, the District must also consider clear and convincing evidence, *demonstrated by verified data*, showing that Charter School achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

Charter School provided data from "MAP Growth by NWEA, Grades K-12" (NWEA) *Student Growth Summary Report* in Reading and Math. NWEA is an adopted academic progress indicator approved by the State Board of Education (SBE) constituting a verified data source, and thus, is identified on the verified data list. Per NWEA, this assessment only reports data disaggregated by grade levels.

Per Education Code section 47607.2 (c)(2), the SBE established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. The *Student Growth Summary Report* provided by Charter School in Reading does not provide a participation rate on the report, however it does include the total number of "growth events[7]" on the reports. In 2024-2025, Charter School had a norm enrollment of 180 students and the NWEA Reading report indicates that Charter School had 149 growth events; and the NWEA Math report had 159 growth events. Thus, the 2024-2025 assessment data does not appear to include at least 95% of eligible students. Furthermore, the data submitted for 2022-2023 and 2023-2024 also appears to have not met the 95% participation rate in both ELA and Math. In fact, based on the three years of submitted verified data, the participation rates range from 77.6% to 88.0%, and calls into question how representative the outcomes are to the students served by Charter School, as discussed in more detail below.

Per the California SBE's May 2023 Agenda Item #02, publisher guidance states, "A CGI range of -0.2 to 0.2 (or greater) could be used as an approximation of one year's growth (or more) in a subject, as the overall average growth of students would be generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure."

ELA

Charter School provided data for 2022-2023, 2023-2024, and 2024-2025 (Fall to Spring administration) for Grade 6, Grade 7, and Grade 8, and for the following student groups[8]: English Learner, Socioeconomically Disadvantaged, Students with Disabilities, and Latino.

The 2024-2025 disaggregated data outcomes are represented in the table below showing overall Grade 6 and Grade 8 met one year's progress. The Socioeconomically Disadvantaged student group met one year's progress in Grade 6, Grade 7, and Grade 8; the Students with Disabilities

[7] Total Number of Growth Events: The number of students with valid growth-based test events for both terms.

[8] Student group names that appear on the report may be different than names on the CA Dashboard (e.g., "Students with Disabilities will be labeled as "Special Education" on the NWEA report).

student group met one year's progress in Grade 6 and Grade 7; and the English Learner student group met one year's progress in Grade 8. However, Grade 7 did not meet one year's progress. The English Learner student group did not meet one year's progress in Grade 6 or Grade 7. The Latino student group did not meet one year's progress in any grade level.

MAP Growth Reading 2024-2025				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Reading: Conditional Growth Index (CGI)**	**One Year's Progress**
Grade 6	50	-0.2 to 0.2	-0.10	Met
English Learner	16	-0.2 to 0.2	-0.34	Not Met
Latino	45	-0.2 to 0.2	-1.43	Not Met
Socioeconomically Disadvantaged	44	-0.2 to 0.2	-0.20	Met
Students with Disabilities	12	-0.2 to 0.2	-0.15	Met
Grade 7	59	-0.2 to 0.2	-0.25	Not Met
English Learner	15	-0.2 to 0.2	-1.34	Not Met
Latino	54	-0.2 to 0.2	-1.90	Not Met
Socioeconomically Disadvantaged	54	-0.2 to 0.2	-0.19	Met
Students with Disabilities	13	-0.2 to 0.2	0.00	Met
Grade 8	40	-0.2 to 0.2	0.10	Met
English Learner	12	-0.2 to 0.2	-0.06	Met
Latino	36	-0.2 to 0.2	-0.50	Not Met
Socioeconomically Disadvantaged	39	-0.2 to 0.2	0.09	Met
Students with Disabilities	*	-0.2 to 0.2	*	*

Charter School also submitted verified data using NWEA for the 2022-2023 and 2023-2024 school years. Based on NWEA's CGI range of -0.2 to 0.2, Charter School met the one year's progress for a majority of grade levels and for a majority of student groups.

MATH

Charter School provided data for Math from "MAP Growth by NWEA, Grades K-12" (NWEA) *Student Growth Summary Report* for 2022-2023, 2023-2024, and 2024-2025 (Fall to Spring administration) for Grade 6, Grade 7, and Grade 8, and for the following student groups[9]: English Learner, Socioeconomically Disadvantaged, Students with Disabilities, and Latino.

The 2024-2025 disaggregated data outcomes are represented in the table below showing overall Grades 6, 7, and 8 met one year's progress. The Socioeconomically Disadvantaged and Latino student groups met one year's progress in Grade 6, Grade 7, and Grade 8; and the English Learner

[9] Student group names that appear on the report may be different than names on the CA Dashboard (e.g., "Students with Disabilities will be labeled as "Special Education" on the NWEA report).

student group met one year's progress in Grade 6. However, the Students with Disabilities did not meet one year's progress in Grade 6 or Grade 7. The English Learner student group did not meet one year's progress in Grade 7 or Grade 8.

MAP Growth Math 2024-2025				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Math: Conditional Growth Index (CGI)**	**One Year's Progress**
Grade 6	52	-0.2 to 0.2	0.09	Met
English Learner	20	-0.2 to 0.2	-0.06	Met
Latino	47	-0.2 to 0.2	1.16	Met
Socioeconomically Disadvantaged	44	-0.2 to 0.2	0.13	Met
Students with Disabilities	12	-0.2 to 0.2	-0.32	Not Met
Grade 7	64	-0.2 to 0.2	0.02	Met
English Learner	21	-0.2 to 0.2	-0.37	Not Met
Latino	59	-0.2 to 0.2	0.48	Met
Socioeconomically Disadvantaged	56	-0.2 to 0.2	0.04	Met
Students with Disabilities	13	-0.2 to 0.2	-1.07	Not Met
Grade 8	4	-0.2 to 0.2	0.47	Met
English Learner	15	-0.2 to 0.2	-0.21	Not Met
Latino	39	-0.2 to 0.2	1.45	Met
Socioeconomically Disadvantaged	41	-0.2 to 0.2	0.55	Met
Students with Disabilities	*	-0.2 to 0.2	*	*

Charter School also submitted verified data using NWEA for the 2022-2023 and 2023-2024 school years. Based on NWEA's CGI range of -0.2 to 0.2, Charter School met the one year's progress for a majority of grade levels and for a majority of student groups.

Although Charter School has met one year's progress for verified data, based on the review and consideration of the submitted three years of data, concerns around the participation rates exist for all years of submitted verified data, as reflected in the table below. Consistent with Education Code section 47607.2 (c)(2), a verified data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. In all three years, the participation rates appear to include a limited number of students across the grade levels making the results of the assessments difficult to determine if they are an accurate representation of student outcomes. Therefore, the outcomes are determined not to be clear and convincing as consistent with statutory requirements. (Ed. Code, § 47607.2.)

Year	Assessment	Growth Events	Norm Enrollment	Participation Rate
2022-2023	Reading	114	147	77.6%
	Math	128	147	87.0%
2023-2024	Reading	136	169	80.5%
	Math	148	169	87.6%
2024-2025	Reading	149	180	82.8%
	Math	159	180	88.0%

3. Charter School has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the school.

Based on the information and findings established above (sections 1 and 2) and as evidenced by the tables/data provided herein, and supporting exhibits attached to this Report, District staff recommends denial (non-renewal) of Charter School's Renewal Petition on the grounds that Charter School has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of Charter School.

4. Closure of Charter School is in the best interest of pupils.

The District weighed various factors in determining whether closure of Charter School is in the best interests of students. Following consideration of Charter School's schoolwide performance and performance of its numerically significant student groups on the California School Dashboard, while providing greater weight to performance on measurements of academic performance, and the lack of clear and convincing evidence showing Charter School achieved measurable increases in academic achievement, defined as one year's progress for each year of the school, the District conducted a further analysis and has also considered the performance of Resident Schools where students may have otherwise attended, and determined that closure of Charter School is in the best interest of students.

The District's consideration, as explored below, included a comparison to Resident Schools' performance on the measurements of academic performance, including California School Dashboard data and California Assessment of Student Performance and Progress (CAASPP).[10]

a. Resident School Median (RSM) California School Dashboard Indicator Student Group Comparison Analysis

English Language Arts RSM Comparison

As reflected in the tables below, when comparing Charter School to the RSM in ELA, Charter School data indicates that its student performance on the California School Dashboard in 2022, 2023, and 2024 was lower than the RSM for All Students and for all numerically significant student groups, with the exception of the English Learner student group.

[10] See Exhibit 4, Ingenium Charter Middle RSM Data.

Academic Performance Medians- English Language Arts

Ingenium Charter Middle 2021-2022 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Status Level	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Status Level	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**164**	**Very Low**	**-78.0**	**2,381**	**Very Low**	**-74.5**	**Lower**
Latino	150	Very Low	-82.8	1,683	Very Low	-79.5	Lower
English Learner	85	Very Low	-103.1	650	Very Low	-127.7	Higher
Socioeconomically Disadvantaged	163	Very Low	-78.8	1,907	Very Low	-75.3	Lower

Data Sources: California School 2022 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

Ingenium Charter Middle 2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**130**	**Orange**	**-73.0**	**2,387**	**Orange**	**-69.7**	**Lower**
Latino	115	Red	-87.8	1,719	Orange	-73.5	Lower
English Learner	65	Red	-114.8	631	Red	-125.2	Higher
Socioeconomically Disadvantaged	111	Red	-82.1	1,996	Orange	-72.1	Lower

Data Sources: California School 2023 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

Ingenium Charter Middle 2023-2024 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**151**	**Red**	**-79.4**	**2,300**	**Orange**	**-74.8**	**Lower**
Latino	138	Orange	-83.9	1,642	Orange	-83.2	Lower
English Learner	77	Red	-114.7	669	Orange	-123.0	Higher
Socioeconomically Disadvantaged	149	Red	-79.2	1,832	Orange	-77.7	Lower

Data Sources: California School 2024 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

Math RSM Comparison

As reflected in the tables below, when comparing Charter School to the RSM in Math, Charter School's data indicates that its student performance on the California School

Dashboard in 2022, 2023, and 2024 was lower than the RSM for All Students and for all numerically significant student groups, with the exception of the English Learner student group.

Academic Performance Medians- Math

Ingenium Charter Middle 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	**161**	**Very Low**	**-148.1**	**2,370**	**Very Low**	**-124.3**	**Lower**
Latino	147	Very Low	-154.5	1,677	Very Low	-131.6	Lower
English Learner	83	Very Low	-163.2	648	Very Low	-166.3	Higher
Socioeconomically Disadvantaged	160	Very Low	-148.4	1,897	Very Low	-126.8	Lower

Data Sources: California School 2022 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

Ingenium Charter Middle 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	**130**	**Orange**	**-129.6**	**2,380**	**Orange**	**-120.6**	**Lower**
Latino	115	Orange	-141.6	1,716	Orange	-125.4	Lower
English Learner	65	Orange	-155.1	629	Red	-177.3	Higher
Socioeconomically Disadvantaged	111	Orange	-132.8	1,990	Orange	-122.9	Lower

Data Sources: California School 2023 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

Ingenium Charter Middle 2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**157**	**Orange**	**-120.1**	**2,331**	**Orange**	**-106.4**	**Lower**
Latino	144	Orange	-121.5	1,667	Red	-116.3	Lower
English Learner	81	Orange	-147.6	700	Orange	-150.2	Higher
Socioeconomically Disadvantaged	155	Orange	-120.1	1,859	Red	-110.9	Lower

Data Sources: California School 2024 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

ELPI RSM Comparison

As reflected in the tables below, when comparing Charter School to the RSM on the English Language Performance Indicator (ELPI), Charter School's data indicates that its student performance on the California School Dashboard in 2022 and 2023, was lower than the RSM for All Students and for all numerically significant student groups. However, in 2024, All Students and all numerically significant student groups were higher than the RSM.

Academic Performance Medians – English Learner Progress Indicator

Ingenium Charter Middle 2021-2022 English Learner Progress Indicator Medians - CA School Dashboard Indicator

Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Charter Status Level	Charter Percentage of English Learner making progress towards English proficiency	Resident Number of EL Students with a Performance Level in Both the Current and Prior Year	Resident Schools Median Status Level	Resident Median Percentage of English Learner making progress towards English proficiency	Charter to Resident Schools Median Comparison
English Learner	56	Medium	48.2%	366	High	56.1%	Lower

Data Sources: California School 2022 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

Ingenium Charter Middle 2022-2023 English Learner Progress Indicator Medians - CA School Dashboard Indicator

Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Charter Performance Level (color)	Charter Percentage of English Learner making progress towards English proficiency	Resident Number of EL Students with a Performance Level in Both the Current and Prior Year	Resident Schools Median Color	Resident Median Percentage of English Learner making progress towards English proficiency	Charter to Resident Schools Median Comparison
English Learner	55	Orange	40.0%	412	Green	61.0%	Lower

Data Sources: California School 2023 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

Ingenium Charter Middle 2023-2024 English Learner Progress Indicator Medians - CA School Dashboard Indicator

Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Charter Performance Level (color)	Charter Percentage of English Learner making progress towards English proficiency	Resident Number of EL Students with a Performance Level in Both the Current and Prior Year	Resident Schools Median Color	Resident Median Percentage of English Learner making progress towards English proficiency	Charter to Resident Schools Median Comparison
English Learner	59	Green	49.2%	373	Orange	48.9%	Higher
Long Term English Learner	26	No Color	69.2%	163	Blue	59.2%	Higher

Data Sources: California School 2024 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

b. CAASPP Standard Exceeded and Met Comparison Analysis

Staff reviewed CAASPP Standard Met and Exceeded by grade level for 2023, 2024, and 2025. Ingenium Charter Middle was lower than the RSM Standard Exceeded and Met in both ELA and Math in the majority of years.

3-year Resident School CAASPP Comparison by Grade Level

Ingenium Charter Middle English Language Arts/Literacy									
Grade	2022-2023 Charter Standard Exceeded and Standard Met %	2022-2023 Resident Schools Median Standard Exceeded and Standard Met %	2022-2023 Charter to Resident Comparison	2023-2024 Charter Standard Exceeded and Standard Met %	2023-2024 Resident Schools Median Standard Exceeded and Standard Met %	2023-2024 Charter to Resident Comparison	2024-2025 Charter Standard Exceeded and Standard Met %	2024-2025 Resident Schools Median Standard Exceeded and Standard Met %	2024-2025 Charter to Resident Comparison
6	25.0	24.2	Higher	25.9	19.6	Higher	10.9	27.5	Lower
7	20.9	27.9	Lower	26.7	28.4	Lower	20.6	22.3	Lower
8	26.4	23.8	Higher	18.4	27.2	Lower	20.9	34.1	Lower

Ingenium Charter Middle Mathematics									
Grade	2022-2023 Charter Standard Exceeded and Standard Met %	2022-2023 Resident Schools Median Standard Exceeded and Standard Met %	2022-2023 Charter to Resident Comparison	2023-2024 Charter Standard Exceeded and Standard Met %	2023-2024 Resident Schools Median Standard Exceeded and Standard Met %	2023-2024 Charter to Resident Comparison	2024-2025 Charter Standard Exceeded and Standard Met %	2024-2025 Resident Schools Median Standard Exceeded and Standard Met %	2024-2025 Charter to Resident Comparison
6	16.7	13.1	Higher	16.7	17.0	Lower	10.7	20.6	Lower
7	13.6	14.6	Lower	10.4	14.4	Lower	16.7	17.6	Lower
8	5.4	14.6	Lower	9.6	18.6	Lower	11.1	24.9	Lower

c. Long-term English Learner RSM Comparison

Staff reviewed LTEL percentages for 2022, 2023, and 2024. Ingenium Charter Middle had a higher percentage than the RSM in all three years.

Ingenium Charter Middle Long-term English Learner (LTEL) Resident School Median				
Academic Year	Charter LTEL 6+ Years	Charter LTEL 6+ Percent	Resident Median LTEL 6+ Percent	Charter to Resident Schools Median Comparison
2022-2023	23	22.3%	17.6%	Higher
2023-2024	27	22.5%	13.0%	Higher
2024-2025	30	24.2%	13.3%	Higher

Data Source: 2018-2025 LTEL Dataquest Research Files. 2024-2025 Resident Schools used for comparison.

The District weighed various factors in determining whether closure of Charter School is in the best interest of students. Following consideration of Charter School's schoolwide performance and performance of its numerically significant student groups on the California School Dashboard, while providing greater weight to performance on measurements of academic performance, and considered the lack of clear and convincing evidence showing Charter School achieved measurable increases in academic achievement, the District conducted a further analysis and has also considered the performance of Resident Schools where students may otherwise attend, and determined that closure of Charter School is in the best interest of its students. (Ed. Code, § 47607.2(b).) The District's consideration included a comparison to Resident Schools' performance on the measurements of academic performance, including California School Dashboard data, CAASPP, and LTEL percentages. (*See* Exhibit 4, Ingenium Charter Middle RSM Data).

B. <u>Petitioners are demonstrably unlikely to successfully implement the program set forth in the Renewal Petition (Ed. Code, § 47605(c)(2))</u>

In evaluating whether a petitioner is demonstrably unlikely to successfully implement[11] the program set forth in the renewal petition, the LAUSD Board assesses a variety of factors.[12] Based on the grounds and analyses set forth below, the Petitioners are demonstrably unlikely to successfully implement the program set forth in the Renewal Petition. (Ed. Code, § 47605(c)(2).)

1. Low Annual Performance-Based Oversight Demonstrates Inadequate Performance.

LAUSD performs ongoing oversight to continually monitor a charter school's progress and attainment of measurable pupil outcomes, educational programs, operations, governance, and fiscal management, as well as compliance with all applicable laws and the terms of the charter. Pursuant to the District's statutory oversight obligations, the District assesses a charter school's performance across four categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Each area is rated using a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*, based on the evidence collected during the annual performance oversight visit.

Ultimately, information gathered through oversight serves as part of Charter School's ongoing record for the District to make informed decisions about Charter School's renewal.

Charter School's Annual Performance-Based Oversight Visit (APBOV) reports reflect that in the area of Student Achievement, Charter School did not earn ratings higher than 1 (*Unsatisfactory*) or 2 (*Developing*) in the current term. The low ratings in Academic Achievement were all due to Charter School's performance on the California School Dashboard and the average of the indicator scores. (See table below)

[11] The policy for "demonstrably unlikely to successfully implement the program" includes factors and guidance promulgated by the State Board of Education. See Title 5 California Code of Regulations, section 11967.5.1.
[12] See LAUSD policy, pgs. 12-13.

APBOV Report Section	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Student Achievement and Educational Performance	2	2	1	No Rating	1	1	2

As reflected above, Charter School's past academic history does not demonstrate positive academic achievement for its students. Therefore, Petitioners are demonstrably unlikely to successfully implement the educational program set forth in the Renewal Petition.

In addition, Charter School was issued academic benchmarks in its prior renewal which yielded mixed results. The following summarizes the outcomes of each benchmark for each of the seven years (2018-2019 through 2024-2025) of the current charter term.

Note: Annual benchmark status updates are based on prior year(s) performance outcomes. For example, benchmarks that require performance level growth (as reported for the years in the tables below) are based on available data from the preceding two school years (e.g., 2019-2020 benchmark status is based on 2018 CA Dashboard data and 2019 CA Dashboard data). As CA Dashboard data is unavailable for the 2019-2020 and 2020-2021 school years due to statewide assessment disruptions caused by the COVID-19 pandemic, "No Update" is indicated for applicable benchmarks for 2020-2021, 2021-2022, and 2022-2023.

Benchmark 1: *The school shall submit a written status report to the Charter Schools Division annually no later than December 1 that provides evidence to demonstrate growth of at least one performance level per academic year in English Language Arts indicators for measuring "Academic Performance" on the California Dashboard as reported by the California Department of Education (CDE) for all numerically significant subgroups with the goal of achieving and maintaining the "Green" performance level or higher on each of these indicators.*

Benchmark 1: Student Groups ELA						
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Not Met	Met	No Update	No Update	No Update	Not Met	Not Met

Benchmark 1 was Not Met for three years of current term.

Benchmark 2: *The Charter School shall provide a plan to the Charter Schools Division, within 30 days, to address the school's systemic improvements for accurate and timely reporting into CALPADS. The plan shall address how this system will be accessible without interruption in the case of staff changes. The Charter School shall submit written evidence to the Charter Schools Division annually no later than June 1 of accurate and timely reporting into CALPADS.*

Benchmark 2: Accurate and Timely Reporting into CALPADS						
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Met	Met	Met	Met	Met	Met	Met

Benchmark 2 was Met throughout the charter term.

Taken together, the above (subparagraphs (A)-(B)) demonstrate a sustained pattern of educational deficiencies. Thus, these findings support the conclusion that Charter School has not consistently demonstrated the educational capacity to successfully implement its program.

IV. RECOMMENDATION

Based on the foregoing, District staff recommends that the LAUSD Board deny Ingenium Charter Middle's Renewal Petition. The recommendation for denial is based on findings that Charter School does not meet the criteria for renewal as a Middle performing charter school based on failure to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of Charter School; and the Petitioners are demonstrably unlikely to successfully implement the educational program set forth in the Renewal Petition.

In order to deny the Renewal Petition on the grounds set forth above, the LAUSD Board must make written findings setting forth specific facts to support the denial of the renewal petition. (Ed. Code § 47605(c); and Ed. Code, §47607.2(b)(6).) Should the LAUSD Board decide to deny renewal of the Charter School's charter, District staff recommends that the Board adopt these *Findings of Fact in Support of Denial of the Renewal Charter Petition for Ingenium Charter Middle* as the Board's written findings of fact in support of the denial.

Exhibits are available for perusal at the following link:
https://drive.google.com/drive/folders/1VO-dMAlzyaWL1ckwLbKmPWlry2oFBxWj?usp=sharing

EXHIBIT 4

Ingenium Charter Middle

Resident Schools Data Set

Academic Performance Medians- English Language Arts

2021-2022 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator					
School Name	**Student Group**	**Number of Students with Scores**	**Charter (DFS)**	**Charter Status Level**	**Charter to Resident Comparison (DFS)**
Ingenium Charter Middle	All Students	164	-78.0	Very Low	
Resident Schools	**Student Group**	**Number of Students with Scores**	**Resident Schools Median (DFS)**	**Resident Schools Median Status Level**	**Charter to Resident Comparison (DFS)**
Canoga Park Middle	All Students	578	-74.5	Very Low	Lower
Ernest Lawrence Middle	All Students	1,049	2.4	Medium	Lower
John A. Sutter Middle	All Students	754	-76.5	Very Low	Lower
Resident Schools Median	**All Students**	**2,381**	**-74.5**	**Very Low**	**Lower**

Data Sources: California School 2022 Dashboard Research data files. 2024-2025 Resident Schools used for comparison. 2021-2022 did not report Color, Change, or Change Level.

Ingenium Charter Middle 2021-2022 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Status Level**	**Charter (DFS)**	**Resident Schools Number of Students with Scores**	**Resident Schools Median Status Level**	**Resident Schools Median (DFS)**	**Charter to Resident Schools Median Comparison (DFS)**
All Students	**164**	**Very Low**	**-78.0**	**2,381**	**Very Low**	**-74.5**	**Lower**
Latino	150	Very Low	-82.8	1,683	Very Low	-79.5	Lower
English Learner	85	Very Low	-103.1	650	Very Low	-127.7	Higher
Socioeconomically Disadvantaged	163	Very Low	-78.8	1,907	Very Low	-75.3	Lower

Data Sources: California School 2022 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
School Name	**Student Group**	**Number of Students with Scores**	**Charter Performance Level (color)**	**Charter (DFS)**	**Charter Change**	**Charter Change Level**	**Charter to Resident Comparison (DFS)**
Ingenium Charter Middle	All Students	130	Orange	-73.0	5.0	Increased	
Resident Schools	**Student Group**	**Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Resident Schools Median Change**	**Resident Schools Median Change Level**	**Charter to Resident Comparison (DFS)**
Canoga Park Middle	All Students	618	Yellow	-69.7	4.8	Increased	Lower
Ernest Lawrence Middle	All Students	1,003	Orange	-12.2	-14.6	Declined	Lower
John A. Sutter Middle	All Students	766	Red	-81.4	-5.0	Declined	Higher
Resident Schools Median	**All Students**	**2,387**	**Orange**	**-69.7**	**-5.0**	**Declined**	**Lower**

Data Sources: California School 2023 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

Ingenium Charter Middle 2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Color**	**Charter (DFS)**	**Resident Schools Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Schools Median Comparison (DFS)**
All Students	**130**	**Orange**	**-73.0**	**2,387**	**Orange**	**-69.7**	**Lower**
Latino	115	Red	-87.8	1,719	Orange	-73.5	Lower
English Learner	65	Red	-114.8	631	Red	-125.2	Higher
Socioeconomically Disadvantaged	111	Red	-82.1	1,996	Orange	-72.1	Lower

Data Sources: California School 2023 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

2023-2024 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
School Name	**Student Group**	**Number of Students with Scores**	**Charter Performance Level (color)**	**Charter (DFS)**	**Charter Change**	**Charter Change Level**	**Charter to Resident Comparison (DFS)**
Ingenium Charter Middle	All Students	151	Red	-79.4	-6.5	Declined	
Resident Schools	**Student Group**	**Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Resident Schools Median Change**	**Resident Schools Median Change Level**	**Charter to Resident Comparison (DFS)**
Canoga Park Middle	All Students	559	Red	-77.7	-8.0	Declined	Lower
Ernest Lawrence Middle	All Students	991	Orange	-15.4	-3.2	Declined	Lower
John A. Sutter Middle	All Students	750	Orange	-74.8	6.6	Increased	Lower
Resident Schools Median	**All Students**	**2,300**	**Orange**	**-74.8**	**-3.2**	**Declined**	**Lower**

Data Sources: California School 2024 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

Ingenium Charter Middle 2023-2024 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Color**	**Charter (DFS)**	**Resident Schools Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Schools Median Comparison (DFS)**
All Students	**151**	**Red**	**-79.4**	**2,300**	**Orange**	**-74.8**	**Lower**
Latino	138	Orange	-83.9	1,642	Orange	-83.2	Lower
English Learner	77	Red	-114.7	669	Orange	-123.0	Higher
Socioeconomically Disadvantaged	149	Red	-79.2	1,832	Orange	-77.7	Lower

Data Sources: California School 2024 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

Ingenium Charter Middle

Resident Schools Data Set

Academic Performance Medians- Math

2021-2022 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator					
School Name	**Student Group**	**Number of Students with Scores**	**Charter (DFS)**	**Charter Status Level**	**Charter to Resident Comparison (DFS)**
Ingenium Charter Middle	All Students	161	-148.1	Very Low	
Resident Schools	**Student Group**	**Number of Students with Scores**	**Resident Schools Median (DFS)**	**Resident Schools Median Status Level**	**Charter to Resident Comparison (DFS)**
Canoga Park Middle	All Students	574	-130.9	Very Low	Lower
Ernest Lawrence Middle	All Students	1,042	-50.8	Low	Lower
John A. Sutter Middle	All Students	754	-124.3	Very Low	Lower
Resident Schools Median	**All Students**	**2,370**	**-124.3**	**Very Low**	**Lower**

Data Sources: California School 2022 Dashboard Research data files. 2024-2025 Resident Schools used for comparison. 2021-2022 did not report Color, Change, or Change Level.

Ingenium Charter Middle 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	**161**	**Very Low**	**-148.1**	**2,370**	**Very Low**	**-124.3**	**Lower**
Latino	147	Very Low	-154.5	1,677	Very Low	-131.6	Lower
English Learner	83	Very Low	-163.2	648	Very Low	-166.3	Higher
Socioeconomically Disadvantaged	160	Very Low	-148.4	1,897	Very Low	-126.8	Lower

Data Sources: California School 2022 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

2022-2023 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
School Name	**Student Group**	**Number of Students with Scores**	**Charter Performance Level (color)**	**Charter (DFS)**	**Charter Change**	**Charter Change Level**	**Charter to Resident Comparison (DFS)**
Ingenium Charter Middle	All Students	130	Orange	-129.6	18.5	Increased Significantly	
Resident Schools	**Student Group**	**Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Resident Schools Median Change**	**Resident Schools Median Change Level**	**Charter to Resident Comparison (DFS)**
Canoga Park Middle	All Students	614	Orange	-121.0	9.9	Increased	Lower
Ernest Lawrence Middle	All Students	1,003	Orange	-62.7	-11.9	Declined	Lower
John A. Sutter Middle	All Students	763	Orange	-120.6	3.6	Increased	Lower
Resident Schools Median	**All Students**	**2,380**	**Orange**	**-120.6**	**3.6**	**Increased**	**Lower**

Data Sources: California School 2023 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

Ingenium Charter Middle 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	**130**	**Orange**	**-129.6**	**2,380**	**Orange**	**-120.6**	**Lower**
Latino	115	Orange	-141.6	1,716	Orange	-125.4	Lower
English Learner	65	Orange	-155.1	629	Red	-177.3	Higher
Socioeconomically Disadvantaged	111	Orange	-132.8	1,990	Orange	-122.9	Lower

Data Sources: California School 2023 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
School Name	**Student Group**	**Number of Students with Scores**	**Charter Performance Level (color)**	**Charter (DFS)**	**Charter Change**	**Charter Change Level**	**Charter to Resident Comparison (DFS)**
Ingenium Charter Middle	All Students	157	Orange	-120.1	9.6	Increased	
Resident Schools	**Student Group**	**Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Resident Schools Median Change**	**Resident Schools Median Change Level**	**Charter to Resident Comparison (DFS)**
Canoga Park Middle	All Students	568	Red	-128.7	-7.7	Declined	Higher
Ernest Lawrence Middle	All Students	998	Orange	-68.9	-6.2	Declined	Lower
John A. Sutter Middle	All Students	765	Orange	-106.4	14.2	Increased	Lower
Resident Schools Median	**All Students**	**2,331**	**Orange**	**-106.4**	**-6.2**	**Declined**	**Lower**

Data Sources: California School 2024 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

Ingenium Charter Middle 2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Color**	**Charter (DFS)**	**Resident Schools Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Schools Median Comparison (DFS)**
All Students	**157**	**Orange**	**-120.1**	**2,331**	**Orange**	**-106.4**	**Lower**
Latino	144	Orange	-121.5	1,667	Red	-116.3	Lower
English Learner	81	Orange	-147.6	700	Orange	-150.2	Higher
Socioeconomically Disadvantaged	155	Orange	-120.1	1,859	Red	-110.9	Lower

Data Sources: California School 2024 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

Ingenium Charter Middle

Resident Schools Data Set

Academic Performance Medians – English Learner Progress Indicator

2021-2022 English Learner Progress Indicator Medians - CA School Dashboard Indicator					
School Name	**Student Group**	**Number of EL Students with a Performance Level in Both the Current and Prior Year**	**Charter Percentage of English Learner making progress towards English proficiency**	**Charter Status Level**	**Charter to Resident Schools Comparison**
Ingenium Charter Middle	English Learner	56	48.2%	Medium	
Resident Schools	**Student Group**	**Number of Students with Scores**	**Resident Schools Median (DFS)%**	**Resident Schools Median Status Level**	**Charter to Resident Comparison (DFS)**
Canoga Park Middle	English Learner	98	58.2%	High	Lower
Ernest Lawrence Middle	English Learner	95	37.9%	Low	Higher
John A. Sutter Middle	English Learner	173	56.1%	High	Lower
Resident Schools Median	**English Learner**	**366**	**56.1%**	**High**	**Lower**

Data Sources: California School 2022 Dashboard Research data files. 2024-2025 Resident Schools used for comparison. 2021-2022 did not report Color, Change, or Change Level.

2022-2023 English Learner Progress Indicator Medians - CA School Dashboard Indicator							
School Name	**Student Group**	**Number of EL Students with a Performance Level in Both the Current and Prior Year**	**Charter Performance Level (color)**	**Charter Percentage of English Learner making progress towards English proficiency**	**Charter Change**	**Charter Change Level**	**Charter to Resident Schools Comparison**
Ingenium Charter Middle	English Learner	55	Orange	40.0%	-8.2	Declined	
Resident Schools	**Student Group**	**Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)%**	**Resident Schools Median Change**	**Resident Schools Median Change Level**	**Charter to Resident Comparison (DFS)**

2022-2023 English Learner Progress Indicator Medians - CA School Dashboard Indicator							
School Name	**Student Group**	**Number of EL Students with a Performance Level in Both the Current and Prior Year**	**Charter Performance Level (color)**	**Charter Percentage of English Learner making progress towards English proficiency**	**Charter Change**	**Charter Change Level**	**Charter to Resident Schools Comparison**
Canoga Park Middle	English Learner	144	Green	61.1%	2.9	Increased	Lower
Ernest Lawrence Middle	English Learner	105	Blue	61.0%	23.1	Increased Significantly	Lower
John A. Sutter Middle	English Learner	163	Red	38.0%	-18.0	Declined Significantly	Higher
Resident Schools Median	**English Learner**	**412**	**Green**	**61.0%**	**2.9**	**Increased**	**Lower**

Data Sources: California School 2023 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

2023-2024 English Learner Progress Indicator Medians - CA School Dashboard Indicator							
School Name	**Student Group**	**Number of EL Students with a Performance Level in Both the Current and Prior Year**	**Charter Performance Level (color)**	**Charter Percentage of English Learner making progress towards English proficiency**	**Charter Change**	**Charter Change Level**	**Charter to Resident Schools Comparison**
Ingenium Charter Middle	English Learner	59	Green	49.2%	9.2	Increased	
Ingenium Charter Middle	Long Term English Learner	26	No Color	69.2%	22.6	Increased Significantly	
Resident Schools	**Student Group**	**Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)%**	**Resident Schools Median Change**	**Resident Schools Median Change Level**	**Charter to Resident Comparison (DFS)**
Canoga Park Middle	English Learner	97	Red	44.3%	-16.8	Declined Significantly	Higher

2023-2024 English Learner Progress Indicator Medians - CA School Dashboard Indicator							
School Name	**Student Group**	**Number of EL Students with a Performance Level in Both the Current and Prior Year**	**Charter Performance Level (color)**	**Charter Percentage of English Learner making progress towards English proficiency**	**Charter Change**	**Charter Change Level**	**Charter to Resident Schools Comparison**
Canoga Park Middle	Long Term English Learner	53	Orange	52.8%	-7.7	Declined	Higher
Ernest Lawrence Middle	English Learner	102	Orange	49.0%	-11.9	Declined Significantly	Higher
Ernest Lawrence Middle	Long Term English Learner	34	Blue	70.6%	-0.5	Maintained	Lower
John A. Sutter Middle	English Learner	174	Green	48.9%	10.8	Increased Significantly	Higher
John A. Sutter Middle	Long Term English Learner	76	Blue	59.2%	18.0	Increased Significantly	Higher
Resident Schools Median	**English Learner**	**373**	**Orange**	**48.9%**	**-11.9**	**Declined Significantly**	**Higher**
Resident Schools Median	**Long Term English Learner**	**163**	**Blue**	**59.2%**	**-0.5**	**Maintained**	**Higher**

Data Sources: California School 2024 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

3-year Resident School CAASPP Comparison by Grade Level

Ingenium Charter Middle English Language Arts/Literacy									
Grade	2022-2023 Charter Standard Exceeded and Standard Met %	2022-2023 Resident Schools Median Standard Exceeded and Standard Met %	2022-2023 Charter to Resident Comparison	2023-2024 Charter Standard Exceeded and Standard Met %	2023-2024 Resident Schools Median Standard Exceeded and Standard Met %	2023-2024 Charter to Resident Comparison	2024-2025 Charter Standard Exceeded and Standard Met %	2024-2025 Resident Schools Median Standard Exceeded and Standard Met %	2024-2025 Charter to Resident Comparison
6	25.0	24.2	Higher	25.9	19.6	Higher	10.9	27.5	Lower
7	20.9	27.9	Lower	26.7	28.4	Lower	20.6	22.3	Lower
8	26.4	23.8	Higher	18.4	27.2	Lower	20.9	34.1	Lower

Ingenium Charter Middle Mathematics									
Grade	2022-2023 Charter Standard Exceeded and Standard Met %	2022-2023 Resident Schools Median Standard Exceeded and Standard Met %	2022-2023 Charter to Resident Comparison	2023-2024 Charter Standard Exceeded and Standard Met %	2023-2024 Resident Schools Median Standard Exceeded and Standard Met %	2023-2024 Charter to Resident Comparison	2024-2025 Charter Standard Exceeded and Standard Met %	2024-2025 Resident Schools Median Standard Exceeded and Standard Met %	2024-2025 Charter to Resident Comparison
6	16.7	13.1	Higher	16.7	17.0	Lower	10.7	20.6	Lower
7	13.6	14.6	Lower	10.4	14.4	Lower	16.7	17.6	Lower
8	5.4	14.6	Lower	9.6	18.6	Lower	11.1	24.9	Lower

LTEL and At-Risk Resident School Median Comparison

Ingenium Charter Middle Long Term English Learner (LTEL) Resident School Median				
Academic Year	**Charter LTEL 6+ Years**	**Charter LTEL 6+ Percent**	**Resident Median LTEL 6+ Percent**	**Charter to Resident Schools Median Comparison**
2022-23	23	22.3%	17.6%	Higher
2023-24	27	22.5%	13.0%	Higher
2024-25	30	24.2%	13.3%	Higher

Data Source: 2018-2025 LTEL Dataquest Research Files. 2024-2025 Resident Schools used for comparison.

TAB 24

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-136-25/26, **Version:** 1 **Agenda Date:** 11/17/2025
In Control: Charter Schools Division

Denial of the Renewal Petition for Matrix for Success Academy [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Denial of the Renewal Petition for Matrix for Success Academy) Recommends denial of the renewal petition for Matrix for Success Academy, a Start-Up Independent charter school, located in Board Districts 5 and 2 and Region East.

Action Proposed:
Adopt the denial of the renewal charter petition for Matrix for Success Academy ("Charter School"), a Start-Up Independent charter school, located in Board Districts 5 and 2 and Region East, and adoption of the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for Matrix for Success Academy.

Background:
Matrix for Success Academy is a 9-12 span school currently serving 274 students on private facilities at 1010 E. 34th St., Los Angeles, CA, 90011 and 700 Wilshire Blvd, Suite 400, Los Angeles, CA, 90017 in Board Districts 5 and 2 and Region East, respectively. Matrix for Success Academy was originally approved by the LAUSD Board of Education on June 13, 2017. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Matrix for Success Academy expires June 30, 2026. Matrix for Success Academy was designated by the State as a Dashboard Alternative School Status (DASS) school in July of 2019.

On August 21, 2025, Matrix for Success Academy submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through November 19, 2025.

An initial Public Hearing was held on October 14, 2025.

Based on a comprehensive review and assessment of Charter School's renewal petition application and its record of performance, staff has determined that Charter School has not met the requirements set forth in Education Code sections 47605, 47607 and/or 47607.2 and therefore recommends denial of the renewal petition.

Due Diligence:
Current for Matrix for Success Academy governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A confidential due diligence review of the charter school and its governing organization, school leader and financial manager, was performed by the Office of the Inspector General, and to the extent any material concerns were identified by the

Office of the Inspector General, such information was forwarded to District staff for further assessment.

Statutory Framework and Criteria for Renewal:
A charter school must demonstrate that it is eligible for a renewal of its charter by meeting specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

Criterion 1: The Charter Schools Act provides that renewals are governed by the standards and criteria described in Education Code section 47605 applicable to initial petitions. The first criterion considered in reviewing a renewal petition requires an analysis of the following:

- Whether the petition includes a sound educational program;
- Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
- Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
- Whether the charter school is demonstrably unlikely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions. (The Board may not consider the community impact analysis or District fiscal analysis in determining whether to grant or deny a renewal petition).

Criterion 2: The Board is required to consider the charter school's performance on the California School Dashboard accountability indicators. Education Code sections 47607 and 47607.2 prescribe three-tiers of performance classification in which a charter school falls within one of the following categories - "high," "middle," or "low." The three-tier classification considers a charter school's performance on the California School Dashboard accountability indicators, with an emphasis on the measurements of academic performance.

Paragraph (2) and subdivisions (a) and (b) of Section 47607.2 [the "middle" and "low" performing criteria for renewal and grounds for nonrenewal] do not apply to charter schools that are eligible for alternate methods for calculating the state and local indicators pursuant to subdivision (d) of Section 52064.5. (Ed. Code, § 47607(c)(7).) These charter schools are designated as Dashboard Alternative School Status (DASS). In determining whether to grant a charter renewal for such a charter school, the chartering authority shall consider, in addition to the charter school's performance on the state and local indicators included in the evaluation rubrics adopted pursuant to subdivision (c) of Section 52064.5, the charter school's performance on alternative metrics applicable to the charter school based on the pupil population served.

Criterion 3: Notwithstanding Criterion 1 and 2, the Board must also consider whether the charter school's enrollment or dismissal practices are discriminatory as grounds for nonrenewal. (Ed. Code, § 47607(e).) Additionally, the Board considers whether the charter school has substantial fiscal or governance factors as grounds for nonrenewal. (Ed. Code, § 47607(e).)

Grounds for Nonrenewal:
Staff of the Charter Schools Division and the Office of the General Counsel reviewed the renewal charter petition application for Matrix for Success Academy and have assessed that the renewal petition application does not meet the criteria for approval. As fully discussed in the attached Findings of Fact in Support of Denial

of the Renewal Charter Petition for Matrix for Success Academy, based on review of the petition and supporting documentation, staff has determined closure of Charter School is in the best interest of pupils.

Expected Outcomes:
Denial will prevent Charter School from continuing its operations as a charter school under the authority of the LAUSD Board.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of denial and the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for Matrix for Success Academy, Charter School would not be authorized to continue operating as a charter school under the authority of the LAUSD Board. Charter School's current charter expires on June 30, 2026. The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 136, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of Charter School renewal petition.

"No" - If the Board does not adopt the recommendation of denial of the charter petition and the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for Matrix for Success Academy, and instead takes specific action to approve the renewal charter petition, Charter School would be authorized to continue operating as a charter school under the terms of the approved renewal petition for a five (5) year period beginning July 1, 2026. Within 30 days, the Board requires that the school submit to the Charter Schools Division a revised renewal charter petition that is consistent with and meets all applicable legal and LAUSD requirements, including but not limited to a reasonably comprehensive description of all fifteen required elements and current Federal, State, District Required Language.

Policy Implications:
All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact:
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 not met the requirements for charter school approval and therefore recommends denial of the new petition.

Issues and Analysis:
If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

File #: Rep-136-25/26, **Version:** 1 **Agenda Date:** 11/17/2025
In Control: Charter Schools Division

Attachments:
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Matrix for Success Academy Data Set
Attachment C - Findings of Fact in Support of Denial of the Renewal Charter Petition for Matrix for Success Academy

Budget, Petition, and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1MMOcrZP49Uw95y4yn2hIjHDPozIfGyrt?usp=sharing>

Submitted:
10/23/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Office of the Chief Strategy Officer

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT

RENEWAL PETITION

Board of Education Report 136-25/26
November 17, 2025

School Name:	**Matrix for Success Academy**		BOARD IS REQUIRED TO TAKE ACTION BY: **November 19, 2025**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Pazlo Education Foundation**		
Location Code:	**2458**		
Type of Site(s):	**(1) Private** **(2) Private**		
Site Address(es):	**(1) 1010 E. 34th Street, Los Angeles, CA 90011** **(2) 700 Wilshire Boulevard, Suite 400, Los Angeles, CA 90017**		
Board District(s):	**(1) 5** **(2) 2**	Region(s):	**(1) East** **(2) East**
Grade Levels Served:	**9-12**	Current Enrollment:	**274**
Grade Levels Authorized in Current Charter:	**9-12**	Approved Enrollment in Current Charter:	**600 (see proposed change in "Action Proposed" below)**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	**Not applicable (DASS charter school)**		
STAFF RECOMMENDATION:	**Denial**		
PROPOSED BENCHMARKS:	**None**		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends denial of the renewal petition for Matrix for Success Academy ("Matrix" or "Charter School"), located in Board Districts 2 and 5 and Region East, for a term of five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 500 students in grades 9-12 in each year of the charter term. The school is requesting to decrease its current enrollment capacity from 600 students to 500 students.

Matrix for Success Academy was first designated by the State as a Dashboard Alternative School Status (DASS) school in July of 2019.

II. RENEWAL REQUIREMENTS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?

  Paragraph (2) and subdivisions (a) and (b) of Section 47607.2 [the "middle" and "low" performing criteria for renewal and grounds for nonrenewal] do not apply to charter schools that are eligible for alternate methods for calculating the state and local indicators pursuant to subdivision (d) of Section 52064.5. (Ed. Code, § 47607(c)(7).) These charter schools are designated as Dashboard Alternative School Status (DASS).[1] In determining whether to grant a charter renewal for such a charter school, the chartering authority shall consider, in addition to the charter school's performance on the state and local indicators included in the evaluation rubrics adopted pursuant to subdivision (c) of Section 52064.5, the charter school's performance on alternative metrics applicable to the charter school based on the pupil population served.[2] The chartering authority may deny a charter renewal pursuant to Section 47607(c)(7) only upon making written findings, setting forth specific facts to support the findings, that the closure of the charter school is in the best interest of pupils. (*Id.*)
  For reasons more fully set forth in the *Findings of Fact in Support of Denial of the Renewal Charter Petition for Matrix for Success Academy*, these criteria have been determined to be bases for denial.

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)
  These criteria have been determined not to be bases for denial.

[1] The California Department of Education (CDE) provides a status label on the California School Dashboard for all schools with DASS. Schools qualify for status based on their school type or through an application process with the CDE. Beginning with the 2022 California School Dashboard, the CDE treats DASS schools the same as all other schools on the California School Dashboard. Dashboard Alternative School Status (DASS) - Accountability (CA Dept of Education)

[2] Charter schools designated as DASS are expected to work with the District to establish renewal targets locally. (Ed. Code, § 47607(c)(7).)

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

	Matrix for Success Academy
Initial Authorization:	On June 13, 2017, Matrix for Success Academy was authorized by the LAUSD Board of Education to serve 600 students in grades 9-12.
Most Recent Renewal:	This is the charter school's first consideration for renewal. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Matrix for Success Academy expires June 30, 2026.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Matrix submitted its renewal petition application on August 21, 2025. The 90-day statutory timeline for Board action on the petition runs through November 19, 2025
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Matrix for Success Academy implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Matrix for Success Academy participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Matrix for Success Academy is operated by Pazlo Education Foundation, a California nonprofit public benefit corporation.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Matrix for Success Academy has been designated by the state as a Dashboard Alternative School Status (DASS) charter school, and was required to work with District staff to establish renewal targets locally. DASS charter schools are required to meet the renewal criteria set forth in Education Code section 47607(c)(7). The DASS criteria require a chartering authorizer to consider a DASS charter school's performance on the California School Dashboard (all performance indicators and local indicators) as well as on alternative metrics based on the student population served.

Overall, Charter School's Dashboard performance was lower than the state in English Language Arts (ELA), Math, and on the English Language Performance (ELPI) and College/Career (CCI) Indicators.

The alternative metrics identified for renewal consideration include the following:

1. Charter School's California School Dashboard data for the ELA Academic Indicator will be compared to the California DASS High Schools Medians (schoolwide and numerically significant student groups).

2. Charter School's California School Dashboard data for the Math Academic Indicator will be compared to the California DASS High Schools Medians (schoolwide and numerically significant student groups).

3. Charter School's California School Dashboard data for the ELPI Academic Indicator will be compared to the California DASS High Schools Median.

4. Charter School's California School Dashboard data for the College/Career Academic Indicator will be compared to the California DASS High Schools Median.

5. Charter School's California School Dashboard data for the Suspension Rate Conditions & Climate Indicator will be compared to the California DASS High Schools Median.

6. Charter School's California School Dashboard Additional Reports data for the One Year Graduation Rate Academic Engagement Indicator will be compared to the California DASS High Schools Median.

Charter School's performance on the alternative metrics demonstrated that when compared to other DASS high schools statewide, Matrix for Success Academy reflects lower outcomes for the established alternative metrics except for Suspension Rate and, in 2024, CCI. However, further analysis demonstrated mixed outcomes for the charter school when compared to LAUSD DASS High Schools.

Please see the *Findings of Fact in Support of Denial of the Charter Petition for Matrix for Success Academy* for more details.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels are reported based on the 2021-2022 school year data using one of five Status Levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status Levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Below, the 2023 and 2024 Dashboard Performance Levels (colors) based on two years' data are provided.

Matrix for Success Academy Dashboard Indicators

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	No Performance Level	Not Performance Level	No Performance Level	Not Applicable	Not Applicable	Very Low	Very Low
2022-2023	No Performance Color	No Performance Color	Yellow	Very Low	Not Applicable	Red	Blue
2023-2024	Orange	Orange	Yellow	Orange	Not Applicable	Red	Blue

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

c. Dashboard Local Indicators

Staff also considered the Local Indicators (e.g., Basic: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; Access to a Broad Course of Study) which have all been reported as "Met" in 2023 and 2024.

d. Additional Information

As noted above, DASS charter schools must have an unduplicated count of at least 70 percent high-risk students within the school's cumulative enrollment (upon first entry to the school) to be eligible for DASS. Per the California Department of Education (CDE), high-risk student groups include, but are not limited to, the following:

- Pregnant and/or Parenting Youth
- Recovered Dropouts
- Students who are credit deficient (i.e., students who are one semester or more behind in the credits required to graduate on-time, per grade level, from the enrolling school's credit requirements)
- Students with a gap in enrollment (i.e., students who have not been in any school during the 45 days prior to enrollment in the current school, where the 45 days does not include non-instructional days such as summer break, holiday break, off-track, and other days when a school is closed)
- Students with high level transiency (i.e., students who have been enrolled in more than two schools during the past academic year or have changed secondary schools more than two times since entering high school)

- Homeless Youth

Matrix for Success Academy submitted documentation establishing they qualified for continuing designation as a DASS charter school in 2025 (for DASS status through the 2027-2028 school year). Additionally, per the California School Dashboard, the charter school's 2024 student population consisted of 30% English Learner students, 22% Homeless Youth students, 95% Socioeconomically Disadvantaged students, and 21% Students with Disabilities.

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 Matrix for Success Academy outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	*No Rating*
2024-2025	*No Rating*
Concerns	Charter School received "No Rating" due to its status as a DASS charter school.

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	*Accomplished*
2024-2025	*Accomplished*
Concerns	No unresolved issues pending

VI. FURTHER ANALYSIS

Following the review of the foregoing performance data for this charter school placing a greater weight on academic performance on the established alternative metrics in comparison to the California DASS High Schools Median, staff determined that the school's performance requires further review. The October 24, 2024, *Notice to Charter School of Alternative Metrics to Be Used for Renewal Dashboard Alternative School Status* communication states, "In the event that the District engages in an analysis of whether to deny the charter school's renewal petition, LAUSD will consider the full oversight record of the charter school, providing greater weight to performance on the measurements of academic performance. This consideration will include, but not be limited to, a comparison to LAUSD DASS schools' performance on the measurements of academic performance." Staff conducted a further analysis of Matrix's performance on measures of academic performance in comparison to the LAUSD DASS High Schools Median (LADSM).[3]

Please see the *Findings of Fact in Support of Denial of the Charter Petition for Matrix for Success Academy* for more details.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Matrix for Succes Academy's fiscal condition is positive and has been upward trending since the 2020-2021 fiscal year.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Unaudited Actuals)
Net Assets	$164,486	$419,345	$495,662	$2,131,365[1]	$2,599,165
Net Income/Loss	$446,431	$254,859	$76,317	$1,635,703[1]	$467,800
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment [A]	192	169	181	254	246

[1] According to Pazlo Education Foundation, Charter School's net assets increased from $495,662 to $2,131,365 in Fiscal Year 2023-2024, primarily due to the transfer of the remaining assets APEX Academy, another school operated by the charter operator prior to its closure, to Matrix for Success Academy. APEX Academy self-closed effective June 30, 2023.

[A] Matrix reported 274 Norm Enrollment for Fiscal Year 2025-2026. Matrix proposes to decrease its enrollment capacity to 500 for its renewal charter term. See Section **I. ACTION PROPOSED**

[3] On October 24, 2024, staff sent a letter to Matrix titled *Notice To Charter School Of Alternative Metrics To Be Used For Renewal Dashboard Alternative School Status* that states, "In the event that the District engages in an analysis of whether to deny the charter school's renewal petition, LAUSD will consider the full oversight record of the charter school, providing greater weight to performance on the measurements of academic performance. This consideration will include, but not be limited to, a comparison to LAUSD DASS schools' performance on the measurements of academic performance."

above. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

b. 2023-2024 Independent Audit Report
Audit Opinion: Unmodified/Unqualified
Material Weaknesses: None Reported
Deficiencies/Findings: None Reported
Lack of a Going Concern: None Reported

c. Other Significant Fiscal Information
The financial condition of the charter operator is summarized in the table below.

Pazlo Education Foundation					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
1	1	$2,131,365	$1,635,703	$0	$0

Matrix for Success Academy

Board District: 5 | Region: East | Location Code: 2458

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023								Dashboard 2024						
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	25%	21	-225.5	Very Low	-12.2	--	18%	32	-318.5	-47.7	Declined Significantly	--	-13.6	Lower	86%	48	-136.8	181.8	Increased Significantly	Orange	-13.2	Lower
English Learner	20%	5	*	*	-61.2	*	20%	9	*	*	*	*	-67.7	*	89%	19	-145.2	--	--	--	-67.6	--
Latino	29%	18	-216.9	Very Low	-38.6	--	20%	29	-317.0	-56.6	Declined Significantly	--	-40.2	--	87%	46	-135.1	181.9	Increased Significantly	--	-39.3	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	95%	12	-124.3	--	--	--	-109.6	--
Socioeconomically Disadvantaged	25%	21	-225.5	Very Low	-41.4	--	19%	30	-317.6	-46.8	Declined Significantly	--	-42.6	Lower	86%	48	-136.8	180.8	Increased Significantly	Orange	-40.9	Lower
Students with Disabilities	25%	3	*	*	-97.3	*	0%	4	*	*	*	*	-96.3	*	81%	11	-169.2	--	--	--	-95.6	--

Data Sources: California School Dashboard Research data files.

Matrix for Success Academy

Board District: 5 | Region: East | Location Code: 2458

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
	Dashboard 2022						Dashboard 2023								Dashboard 2024							
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	21%	22	-225.6	Very Low	-51.7	--	18%	32	-338.4	-29.3	Declined Significantly	--	-49.1	Lower	83%	48	-241.6	96.7	Increased Significantly	Orange	-47.6	Lower
English Learner	20%	5	*	*	-92.0	*	20%	9	*	*	*	*	-93.4	*	89%	19	-259.3	--	--	--	-93.4	--
Latino	24%	19	-222.4	Very Low	-83.4	--	20%	29	-337.4	-34.5	Declined Significantly	--	-80.8	--	85%	45	-239.8	97.6	Increased Significantly	--	-79.2	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	95%	12	-252.8	--	--	--	-163.5	--
Socioeconomically Disadvantaged	21%	22	-225.6	Very Low	-84.0	--	19%	30	-337.7	-28.7	Declined Significantly	--	-80.8	Lower	84%	47	-239.4	98.4	Increased Significantly	Orange	-78.2	Lower

Data Sources: California School Dashboard Research data files.

Matrix for Success Academy

Board District: 5 | Region: East | Location Code: 2458

CA School Dashboard: English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school for all student groups in grades 1-12. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	ELPI	Status Level	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State
English Learner	4	*	*	50.3%	*	53	13.2%	10.0	Increased Significantly	Yellow	48.7%	Lower	75	25.3%	12.1	Increased Significantly	Yellow	45.7%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	62	29.0%	15.1	Increased Significantly	Yellow	45.8%	Lower

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2022	EL	50.0%	0.0%	50.0%	0.0%	47.5%	2.8%	31.4%	18.3%
2023	EL	13.2%	0.0%	11.3%	17.0%	45.7%	2.3%	32.2%	18.3%
2024	EL	22.7%	2.7%	24.0%	24.0%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	25.8%	3.2%	22.6%	25.8%	41.6%	3.4%	28.5%	24.7%

Districts and schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard). For each district and school that does not meet the 95 percent target, the minimum number of students needed to reach a participation rate of at least 95 percent is determined. The resulting number of students will be counted as not making progress in the current ELPI Status calculation.

Summative ELPAC Participation Rate Report									
		School				State of California			
End Year	Student Group	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%
2022	EL	9	71	12.7%	N	1,052,513	1,088,734	96.7%	Y
2023	EL	38	72	52.8%	N	1,048,300	1,069,515	98.0%	Y
2023	LTEL	28	44	63.6%	N	193,182	202,530	95.4%	Y
2024	EL	72	96	75.0%	N	1,028,083	1,047,977	98.1%	Y
2024	LTEL	50	64	78.1%	N	182,603	190,459	95.9%	Y

Matrix for Success Academy

Board District: 5 | Region: East | Location Code: 2458

CA School Dashboard: Academic Performance - College / Career

This report shows the percentage of current graduates who meet specific College/Career Indicator (CCI) "prepared" criteria for all student groups in grades 9-12. For the 2023 Dashboard, the CCI will report the most current year data or "status only". Therefore the CCI will have performance displayed using one of five Status levels that range between Very Low (lowest performance), Low, Medium, High, and Very High (highest performance). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

College / Career Academic Indicator (CCI) - CA School Dashboard Indicator												
	Dashboard 2023					Dashboard 2024						
Student Group	Students	CCI	Status Level	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State
All Students	65	0.0%	Very Low	43.9%	Lower	118	2.5%	2.5	Increased	Orange	45.3%	Lower
English Learner	20	0.0%	Very Low	15.3%	--	37	0.0%	0.0	Maintained	--	17.2%	Lower
Homeless Youth	19	0.0%	Very Low	20.4%	--	21	0.0%	0.0	Maintained	--	21.8%	--
Latino	60	0.0%	Very Low	35.5%	Lower	111	2.7%	2.7	Increased	Orange	37.4%	Lower
Long-Term English Learner	--	--	--	--	--	28	0.0%	0.0	Maintained	--	16.5%	--
Socioeconomically Disadvantaged	64	0.0%	Very Low	35.4%	Lower	117	2.6%	2.6	Increased	Orange	37.4%	Lower
Students with Disabilities	13	0.0%	Very Low	12.3%	--	25	0.0%	0.0	Maintained	--	13.5%	--

Data Sources: California School Dashboard Research data files.

Matrix for Success Academy

Board District: 5 | Region: East | Location Code: 2458

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024					
Student Group	Students	Suspension Rate	Status Level	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State
All Students	341	0.0%	Very Low	3.1%	Lower	339	0.0%	0.0	Maintained	Blue	3.5%	Lower	433	0.0%	0.0	Maintained	Blue	3.2%	Lower
African American/Black	23	0.0%	Very Low	7.9%	--	16	0.0%	0.0	Maintained	--	8.8%	--	17	0.0%	0.0	Maintained	--	8.4%	--
English Learner	84	0.0%	Very Low	3.2%	Lower	91	0.0%	0.0	Maintained	Blue	3.7%	Lower	117	0.0%	0.0	Maintained	Blue	3.4%	Lower
Homeless Youth	36	0.0%	Very Low	5.5%	Lower	78	0.0%	0.0	Maintained	Blue	6.5%	Lower	82	0.0%	0.0	Maintained	Blue	5.7%	Lower
Latino	314	0.0%	Very Low	3.3%	Lower	318	0.0%	0.0	Maintained	Blue	3.8%	Lower	405	0.0%	0.0	Maintained	Blue	3.4%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	98	0.0%	0.0	Maintained	Blue	8.1%	Lower
Socioeconomically Disadvantaged	329	0.0%	Very Low	4.0%	Lower	331	0.0%	0.0	Maintained	Blue	4.5%	Lower	417	0.0%	0.0	Maintained	Blue	4.0%	Lower
Students with Disabilities	45	0.0%	Very Low	5.4%	Lower	50	0.0%	0.0	Maintained	Blue	5.9%	Lower	77	0.0%	0.0	Maintained	Blue	5.4%	Lower

Data Sources: California School Dashboard Research data files.

Matrix for Success Academy

Board District: 5 | Region: East | Location Code: 2458

CA School Dashboard: Graduation Rate Indicator

This report shows the combined four- and five-year graduation rate for comprehensive (or traditional) high schools and Dashboard Alternative School Status (DASS) schools for all student groups in grades 9-12. This rate is based on the number of high school students who graduate with a regular high school diploma in either four or five years. The 2024 Graduation Rate Indicator includes students from the most recent graduation cohort (Class of 2024) as well as students from the prior cohort (Class of 2023) who graduated in their fifth year of high school in 2022-24. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Graduation Rate Indicator - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	Students	Graduation Rate	Status Level	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State
All Students	107	29.9%	Very Low	87.4%	Lower	72	40.3%	10.4	Increased Significantly	Red	86.4%	Lower	124	41.1%	0.9	Maintained	Red	86.7%	Lower
African American/Black	12	50.0%	Very Low	79.5%	--	4	*	*	*	*	78.5%	*	5	*	*	*	*	79.1%	*
English Learner	22	27.3%	Very Low	73.3%	--	25	40.0%	12.7	Increased Significantly	--	73.5%	--	41	36.6%	-3.4	Declined	--	77.9%	Lower
Homeless Youth	15	20.0%	Very Low	74.4%	--	21	52.4%	32.4	Increased Significantly	--	73.7%	--	22	36.4%	-16.0	Declined Significantly	--	75.7%	--
Latino	93	26.9%	Very Low	85.3%	Lower	67	41.8%	14.9	Increased Significantly	Red	84.2%	Lower	116	41.4%	-0.4	Maintained	Red	85.3%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	31	41.9%	11.9	Increased Significantly	--	80.8%	Lower
Socioeconomically Disadvantaged	106	29.2%	Very Low	85.1%	Lower	71	39.4%	10.2	Increased Significantly	Red	83.7%	Lower	123	40.7%	1.2	Increased	Red	84.4%	Lower
Students with Disabilities	12	33.3%	Very Low	75.2%	--	13	38.5%	5.1	Increased Significantly	--	72.7%	--	26	38.5%	0.0	Maintained	--	74.4%	--

Data Sources: California School Dashboard Research data files.

Matrix for Success Academy

Board District: 5 | Region: East | Location Code: 2458

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group						
	2023-2024			2024-2025		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	258	529,902	5,837,690	259	516,685	5,806,221
F/R Meal	94.2%	80.6%	61.6%	91.9%	81.9%	62.7%
GATE	0.8%	11.6%	N/A	0.0%	13.0%	N/A
English Learner	29.8%	20.1%	18.4%	26.3%	18.6%	17.4%
Foster Youth	1.2%	0.6%	0.5%	0.8%	0.5%	0.5%
Homeless Youth	21.7%	2.1%	3.6%	14.3%	2.7%	4.0%
Socioeconomically Disadvantaged	95.0%	81.3%	62.7%	94.2%	82.4%	63.6%
Students w/ Disabilities	20.9%	14.8%	13.7%	17.0%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	4.3%	7.3%	4.9%	4.2%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.0%	3.4%	9.9%	0.4%	3.3%	10.1%
Filipino	0.4%	1.7%	2.2%	0.4%	1.6%	2.2%
Latino	93.4%	73.8%	56.1%	92.3%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	1.9%	9.8%	20.3%	1.5%	9.7%	20.0%
Two or More Races	0.0%	2.0%	4.6%	1.2%	2.1%	4.8%
Not Reported	0.0%	1.8%	1.1%	0.0%	2.2%	1.2%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp

Matrix for Success Academy

Board District: 5 | Region: East | Location Code: 2458

Long-Term English Learners (LTEL) and “At-Risk”

Note: The “EL Total” column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the “English Learners” heading. The “Total (Ever-EL)” column displays the summed total of the data in the “RFEP” column plus the data in the four columns under the “English Learners” heading OR the data in the “EL Total” column, but not both. The percent values displayed in this report are calculated as a percent of the “Total (Ever-EL)” which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	35	26.1%	17,921	7.3%	226,508	11.1%	60	31.1%	15,302	6.5%	211,186	10.6%	53	26.2%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	1	0.7%	17,295	7.1%	144,189	7.1%	6	3.1%	15,717	6.7%	136,188	6.8%	1	0.5%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	3	2.2%	60,457	24.7%	505,486	24.8%	4	2.1%	60,574	25.7%	519,651	26.0%	4	2.0%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	1	0.7%	18,850	7.7%	236,319	11.6%	7	3.6%	14,725	6.2%	207,768	10.4%	10	5.0%	13,775	6.2%	178,306	9.3%
EL Total	40	29.9%	114,523	46.8%	1,112,502	54.5%	77	39.9%	106,318	45.0%	1,074,793	53.8%	68	33.7%	95,959	43.3%	1,009,030	52.6%
RFEP	94	70.1%	130,377	53.2%	927,694	45.5%	116	60.1%	129,789	55.0%	924,422	46.2%	134	66.3%	125,465	56.7%	909,298	47.4%
Total Ever EL	134	100.0%	244,900	100.0%	2,040,196	100.0%	193	100.0%	236,107	100.0%	1,999,215	100.0%	202	100.0%	221,424	100.0%	1,918,328	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesltel.asp

Matrix for Success Academy

Board District: 5 | Region: East | Location Code: 2458

Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by Local Education Agencies (LEAs). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. High Incidence is defined as students in the Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment categories. Low Incidence Students are defined as those in the Autism, Deafness, Emotional Disturbance, Hard of Hearing, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, and Visual Impairment categories.

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	258			529,902			259			516,685		
Students with Disabilities	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	54	100%	20.9%	78,319	100%	14.8%	44	100%	17%	80,505	100%	15.6%
High Incidence	45	83.3%	17.4%	52,153	66.6%	9.8%	36	81.8%	13.9%	52,412	65.1%	10.1%
Low Incidence	9	16.7%	3.5%	26,162	33.4%	4.9%	8	18.2%	3.1%	28,084	34.9%	5.4%
Autism	3	5.6%	1.2%	18,713	23.9%	3.5%	3	6.8%	1.2%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Emotional Disturbance	5	9.3%	1.9%	1,148	1.5%	0.2%	3	6.8%	1.2%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	1	1.9%	0.4%	971	1.2%	0.2%	2	4.5%	0.8%	931	1.2%	0.2%
Intellectual Disability	0	0%	0%	3,393	4.3%	0.6%	0	0%	0%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	9	16.7%	3.5%	10,930	14%	2.1%	8	18.2%	3.1%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0%	0%	533	0.7%	0.1%	0	0%	0%	434	0.5%	0.1%
Specific Learning Disability	35	64.8%	13.6%	29,615	37.8%	5.6%	28	63.6%	10.8%	29,368	36.5%	5.7%
Speech or Language Impairment	1	1.9%	0.4%	11,608	14.8%	2.2%	0	0%	0%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	0	0%	0%	185	0.2%	0%	0	0%	0%	175	0.2%	0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

ATTACHMENT C

FINDINGS OF FACT IN SUPPORT OF DENIAL OF THE RENEWAL CHARTER PETITION FOR MATRIX FOR SUCCESS ACADEMY BY THE LOS ANGELES UNIFIED SCHOOL DISTRICT

BOARD OF EDUCATION REPORT
November 17, 2025

I. INTRODUCTION

On August 21, 2025, Matrix for Success Academy ("Charter School" or "Petitioners") submitted a renewal petition application to the Charter Schools Division ("CSD") of the Los Angeles Unified School District ("LAUSD" or "District"), seeking to renew its charter to serve up to 500 students in grades 9-12 for a five-year term July 1, 2026, to June 30, 2031 ("Renewal Petition"). (*See* Exhibit 1, Matrix for Success Academy Renewal Petition). Charter School currently operates at two private sites located at 1010 E. 34th Street, Los Angeles, CA, 90011, and 700 Wilshire Boulevard, Suite 400, Los Angeles, CA, 90017, which are served by Board Districts 5 and 2, respectively, and Region East.

Pursuant to the Charter Schools Act (Ed. Code, § 47600 *et seq*.) and the adopted *LAUSD Policy and Procedures for Charter Schools* ("LAUSD policy" or "District policy"), LAUSD's Board of Education ("Board") has 90 days upon receipt of the renewal petition to either grant or deny the renewal petition unless an extension of an additional 30 days is mutually agreed upon by the parties. No later than 60 days following receipt of the renewal petition, the LAUSD Board must hold an initial public hearing to consider the level of support for the renewal petition by teachers employed by the District, other employees of the District, and parents. At the second public hearing, at which the Board will either grant or deny the charter, the Petitioner shall have equivalent time and procedures to present evidence and testimony to respond to District staff's recommendation and findings. The LAUSD Board must publish all staff recommendations, including the recommended findings regarding the renewal petition, at least 15 days before the public hearing at which the LAUSD Board will either grant or deny the renewal petition.

The District evaluates renewals petitions in accordance with the standards and criteria specified in the Charter Schools Act. Based on a comprehensive review of the Renewal Petition application and the record of performance of Charter School, as described in greater detail below, staff has determined that Charter School has not met the requirements set forth in Education Code sections 47605, 47607, 47607.2 and/or 47611.5 and therefore recommends denial of the Renewal Petition.

II. CRITERIA FOR RENEWAL AND GROUNDS FOR NONRENEWAL

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the charter school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2 and 47611.5. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

Criterion 1:

The Charter Schools Act provides that renewals are governed by the standards and criteria described in Education Code section 47605 applicable to initial petitions. The first criterion considered in reviewing a renewal petition requires an analysis of the following:

- Whether the petition includes a sound educational program;
- Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
- Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
- Whether petitioners are not demonstrably unlikely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions.

While Criterion 1 is similar to the criteria for a new petition, for renewal petitions, there is more information and data regarding past performance since the initial petition for establishment of the charter school was granted. Thus, soundness of the educational program and capacity for implementation are assessed through the past performance of the existing charter school as indicators of likely future performance, including any applicable benchmarks that have been established. The LAUSD Board will examine the charter school's record in four key areas of charter school performance:

1) Governance
2) Student Achievement and Educational Performance
3) Organizational Management, Programs and Operations
4) Fiscal Operations

As part of its analysis, the LAUSD Board is to assess the extent to which charter school governing board members and staff have successfully implemented the terms of their charter, addressed deficiencies, and demonstrated capacity to continue to do so in the future based on evidence of past performance.[1]

Criterion 2:

The LAUSD Board is required to consider the charter school's performance on the California School Dashboard accountability indicators. Education Code sections 47607 and 47607.2 prescribe three-tiers of performance classification in which a charter school falls within one of the following categories - "high," "middle," or "low" performing. The state will publish an annual list of charter schools and their performance classification.

[1] See LAUSD policy, pp. 28-29.

The three-tier classification considers a charter school's performance on the California School Dashboard accountability indicators, with an emphasis on the measurements of academic performance. "Measurements of academic performance" refers to the state indicators included on the California School Dashboard that are based on statewide assessments in the California Assessment of Student Performance and Progress System (CAASPP), or any successor system, English Learner Progress Indicator (ELPI), or any successor system, and the College/Career Indicator (CCI). A charter school submitting a renewal petition should include in its application all evidence and data related to the charter school's performance on the California School Dashboard.

Paragraph (2) and subdivisions (a) and (b) of Section 47607.2 [the "middle" and "low" performing criteria for renewal and grounds for nonrenewal] do not apply to charter schools that are eligible for alternate methods for calculating the state and local indicators pursuant to subdivision (d) of Section 52064.5. (Ed. Code, § 47607(c)(7).) These charter schools are designated as Dashboard Alternative School Status ("DASS").[2] In determining whether to grant a charter renewal for such a charter school, the chartering authority shall consider, in addition to the charter school's performance on the state and local indicators included in the evaluation rubrics adopted pursuant to subdivision (c) of Section 52064.5, the charter school's performance on alternative metrics applicable to the charter school based on the pupil population served.[3] The chartering authority may deny a charter renewal pursuant to Section 47607(c)(7) only upon making written findings, setting forth specific facts to support the findings, that the closure of the charter school is in the best interest of pupils. (*Id*.)

To summarize and pursuant to CDE guidance, DASS charter schools' renewal criteria will be based on:

- California School Dashboard state and local indicator data, and
- Performance on alternative metrics, based on the student population served, as agreed upon with the authorizer during the first year of the charter school's term. If renewed, the term shall be for five years.[4]

When determining whether to deny a renewal petition under the best interest of pupil analysis, LAUSD considers the full oversight record of the charter school, providing greater weight to performance on the measurements of academic performance. This consideration will include, but not be limited to, a comparison to LAUSD DASS schools' performance on the measurements of academic performance.

Criterion 3:

Notwithstanding Criterion 1 and 2, the LAUSD Board will also consider whether the charter school's enrollment or dismissal practices are discriminatory as grounds for nonrenewal. (Ed. Code, § 47607(e).) Additionally, the LAUSD Board shall consider whether the charter school has substantial fiscal or governance factors as grounds for nonrenewal. (Ed. Code, § 47607(e).)

[2] The California Department of Education (CDE) provides a status label on the California School Dashboard for all schools with DASS. Schools qualify for status based on their school type or through an application process with the CDE. Beginning with the 2022 California School Dashboard, the CDE treats DASS schools the same as all other schools on the California School Dashboard. Dashboard Alternative School Status (DASS) - Accountability (CA Dept of Education)

[3] Charter schools designated as DASS are expected to work with the District to establish renewal targets locally. (Ed. Code, § 47607(c)(7).)

[4] See LAUSD policy, pg. 30.

Specifically, the LAUSD Board may deny renewal of any charter petition, regardless of whether the charter school satisfies the High, Middle, or Low performing criteria, upon a finding that either:

(1) The charter school is demonstrably unlikely to successfully implement the program set forth in the renewal petition due to either:

(a) Substantial fiscal factors, or
(b) Substantial governance factors.

Pursuant to the District Policy, substantial fiscal factors may include, but are not limited to, issues related to the charter school's fiscal solvency, mismanagement of funds, cash flow concerns, or outstanding financial liabilities owed to the District and/or others (e.g., contractual obligations, judgments/settlements, unpaid bills or debts, fee-for-service arrangements, facilities related costs, Prop. 39 over-allocated space reimbursements, etc.). Substantial governance factors may include, but are not limited to, issues related to the retention of faculty (such as school leadership and teachers) which rise to the level of disruption of delivery of educational programs; conflicts of interest; or, violations of the Brown Act or California Public Records Act.

(2) The charter school is not serving the pupils who wish to attend.

Upon a finding that the charter school is not serving all pupils who wish to attend, LAUSD must identify evidence supporting this finding, including aggregate data reflecting pupil enrollment patterns at the charter school. (Ed. Code, § 47607(d).)[5]

III. FINDINGS OF FACT IN SUPPORT OF DENIAL OF CHARTER RENEWAL

Based on a comprehensive review of Charter School's Renewal Petition application and Charter School's record of performance, District staff recommends that the LAUSD Board **deny** the renewal and adopt these *Findings of Fact In Support of Denial of the Renewal Charter Petition for Matrix for Success Academy* based on the following ground(s):

- As a DASS charter school, the closure of Charter School is in the best interest of pupils. (Ed. Code, § 47607.2(c)(7).)

Charter School Closure is in the Best Interest of Pupils

Charter School has been identified by the California Department of Education (CDE) as a DASS charter school pursuant to applicable state eligibility criteria.[6] While giving greater weight to Charter School's performance on the measurements of academic performance and comparing it to LAUSD DASS schools' performance on the measurements of academic performance, District staff finds that Charter School's closure of Charter School is in the best interest of pupils.

[5] See LAUSD Policy, pp. 37-38.
[6] Per the California Department of Education, "All schools voluntarily participating in DASS will be required to re-certify their high-risk student enrollments every three years … If a school fails to re-certify its high-risk student enrollment or the school's enrollment of high-risk students falls below 70 percent, the school will be removed from DASS." (https://www.cde.ca.gov/ta/ac/partinstruct.asp).

1. California School Dashboard State and Local Indicator Data

As compared to the state, Charter School's performance on the California Dashboard indicators represents lower outcomes in English Language Arts (ELA), Math, on the English Learner Progress Indicator (ELPI), the College/Career Indicator (CCI), and Graduation Rate. However, Charter School's Suspension Rate was lower than the state.

Please see the Matrix for Success Academy data sets.

2. Charter School Fails to Perform on the Alternative Metrics Based on the Student Population Served

The District met and conferred with Charter School various times between 2023 and 2024 to discuss the alternative metrics to be considered by LAUSD for renewal purposes. (Ed. Code, § 47607(c)(7).) On October 14, 2024, the District notified Charter School in writing of the applicable alternative metrics to be used for renewal purposes along with the criteria for meeting those applicable alternative metrics. (*See* Exhibit 2, Matrix for Success Academy DASS Renewal Alternative Metrics.)[7] Based on the information District staff analyzed to determine whether Charter School met the applicable alternative metrics, District staff recommends denial of Charter School's Renewal Petition on the grounds that Charter School has failed to perform on the alternative metrics based on the student population served.

Pursuant to Education Code section 47607(c)(7), the alternative metrics identified and analyzed for renewal consideration of Charter School include the following:

1. Charter School's California School Dashboard data for the ELA Academic Indicator will be compared to the California DASS High Schools Medians (schoolwide and numerically significant student groups).

2. Charter School's California School Dashboard data for the Math Academic Indicator will be compared to the California DASS High Schools Medians (schoolwide and numerically significant student groups).

3. Charter School's California School Dashboard data for the ELPI Academic Indicator will be compared to the California DASS High Schools Median.

4. Charter School's California School Dashboard data for the CCI will be compared to the California DASS High Schools Median.

5. Charter School's California School Dashboard data for the Suspension Rate Conditions & Climate Indicator will be compared to the California DASS High Schools Median.

[7] The alternative metrics included in the October 14, 2024, communication did not include the College/Career Indicator. However, on September 11, 2025, the District sent a communication with updated alternative metrics that include the College/Career Indicator.

6. Charter School's California School Dashboard Additional Reports data for the One Year Graduation Rate Academic Engagement Indicator will be compared to the California DASS High Schools Median.

Based on a comprehensive review of the Renewal Petition, as outlined in these findings of fact and the attached Exhibits, which are hereby incorporated into this finding by this reference, as more fully described below, for the six (6) applicable measurements of performance, the evidence demonstrates that Charter School has failed to achieve performance outcomes that were at the same level or above the comparison groups. More specifically, Charter School's performance on the alternative metrics demonstrates that when compared to California DASS high schools, Charter School reflects lower outcomes for the established alternative metrics except for Suspension Rates and, in 2024, CCI. (*See* Exhibit 3, Matrix for Success Academy DASS Data.)

Please note that Charter School's participation rate on the CAASPP (SBAC) affected the performance outcomes indicated below. Charter School's participation rates as reported on the California School Dashboard in ELA were 25%, 18%, and 86% for Dashboard years 2022, 2023, 2024, respectively. In Math, Charter School's participation rates for those same Dashboard years were 21%, 18%, and 83%. Per the CDE,[8] if a school fails to meet the 95% participation rate target for the CAASPP (SBAC), the state, "…is required to assign a Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the LEA, school, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used to calculate the Distance from Standard (DFS). If a Local Educational Agency (LEA), school, and/or student group participation rate is 95 percent or above, assigned LOSS is not applied." Thus, it appears that LOSS was applied to Charter School's data outcomes in ELA and Math for each year discussed below, based on the charter school's participation rates.

Alternative Metric 1: English Language Arts Indicator

Charter School's California School Dashboard data for the ELA Academic Indicator will be compared to the California DASS High Schools Medians (schoolwide and numerically significant student groups).

In 2022, Charter School did not have a numerically significant number of students tested. In 2023 and 2024 in ELA, the charter school's DFS was lower than the California DASS High Schools Median for All Students, and for all numerically significant student groups.

Matrix for Success Academy 2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	CA DASS Schools Number of Students with Scores	CA DASS Schools Median Color	CA DASS Schools Median (DFS)	Charter to CA DASS Schools Median Comparison (DFS)
All Students	32	No Color	-318.5	28,160	Red	-128.3	Lower

[8] https://www.cde.ca.gov/ta/ac/cm/documents/academicindicator25.pdf

Matrix for Success Academy 2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Color**	**Charter (DFS)**	**CA DASS Schools Number of Students with Scores**	**CA DASS Schools Median Color**	**CA DASS Schools Median (DFS)**	**Charter to CA DASS Schools Median Comparison (DFS)**
Socioeconomically Disadvantaged	30	No Color	-317.6	21,125	Red	-122.9	Lower

Data Sources: California School 2023 Dashboard Research data files.

Matrix for Success Academy 2023-2024 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Color**	**Charter (DFS)**	**CA DASS Schools Number of Students with Scores**	**CA DASS Schools Median Color**	**CA DASS Schools Median (DFS)**	**Charter to CA DASS Schools Median Comparison (DFS)**
All Students	**48**	**Orange**	**-136.8**	**26,927**	**Orange**	**-120.2**	**Lower**
Latino	46	No Color	-135.1	16,967	Red	-121.2	Lower
Socioeconomically Disadvantaged	48	Orange	-136.8	20,626	Red	-114.7	Lower

Data Sources: California School 2024 Dashboard Research data files.

Alternative Metric 2: Math Indicator

Charter School's California School Dashboard data for the Math Academic Indicator will be compared to the California DASS High Schools Medians (schoolwide and numerically significant student groups).

In 2022 the charter school did not have a numerically significant number of students tested. In 2023 and 2024 in Math, the charter school's DFS was lower than the California DASS High Schools Median for All Students, and for all numerically significant student groups.

Matrix for Success Academy 2022-2023 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Color**	**Charter (DFS)**	**CA DASS Schools Number of Students with Scores**	**CA DASS Schools Median Color**	**CA DASS Schools Median (DFS)**	**Charter to CA DASS Schools Median Comparison (DFS)**
All Students	**32**	**No Color**	**-338.4**	**28,351**	**Red**	**-212.1**	**Lower**
Socioeconomically Disadvantaged	30	No Color	-337.7	21,376	Red	-211.5	Lower

Data Sources: California School 2023 Dashboard Research data files.

Matrix for Success Academy 2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Color**	**Charter (DFS)**	**CA DASS Schools Number of Students with Scores**	**CA DASS Schools Median Color**	**CA DASS Schools Median (DFS)**	**Charter to CA DASS Schools Median Comparison (DFS)**
All Students	**48**	**Orange**	**-241.6**	**27,067**	**Red**	**-204.9**	**Lower**
Latino	45	No Color	-239.8	16,935	Red	-205.4	Lower
Socioeconomically Disadvantaged	47	Orange	-239.4	20,860	Red	-205.8	Lower

Data Sources: California School 2024 Dashboard Research data files.

Alternative Metric 3: English Learner Progress Indicator

Charter School's California School Dashboard data for the ELPI Academic Indicator will be compared to the California DASS High Schools Median.

In 2022 on the English Learner Progress Indicator, the charter school had a low number of English Learners.. In 2023 on the ELPI, Charter School's English Learner Progress Rate was lower than the California DASS High Schools Median. In 2024 on the ELPI, Charter School's English Learner Progress Rates for the English Learner and Long-term English Learner student groups were lower than the California DASS High Schools Median.

Matrix for Success Academy 2022-2023 English Learner Progress Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of EL Students with a Performance Level in Both the Current and Prior Year**	**Charter Performance Level (color)**	**Charter Percentage of English Learner making progress towards English proficiency**	**CA DASS Number of EL Students with a Performance Level in Both the Current and Prior Year**	**CA DASS Schools Median Color**	**CA DASS Median Percentage of English Learner making progress towards English proficiency**	**Charter to CA DASS Schools Median Comparison**
English Learner	**53**	**Yellow**	**13.2%**	**21,280**	**No Color**	**33.3%**	**Lower**

Data Sources: California School 2023 Dashboard Research data files.

Matrix for Success Academy 2023-2024 English Learner Progress Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of EL Students with a Performance Level in Both the Current and Prior Year**	**Charter Performance Level (color)**	**Charter Percentage of English Learner making progress towards English proficiency**	**CA DASS Number of EL Students with a Performance Level in Both the Current and Prior Year**	**CA DASS Schools Median Color**	**CA DASS Median Percentage of English Learner making progress towards English proficiency**	**Charter to CA DASS Schools Median Comparison**
English Learner	**75**	**Yellow**	**25.3%**	**21,838**	**Red**	**32.4%**	**Lower**
Long-term English Learner	62	Yellow	29.0%	17,555	No Color	35.0%	Lower

Data Sources: California School 2024 Dashboard Research data files.

Alternative Metric 4: College/Career Indicator

Charter School's California School Dashboard data for the College/Career Academic Indicator will be compared to the California DASS High Schools Median.

The College/Career Indicator was not reported on the 2022 Dashboard. In 2023, Charter School's percentage of students prepared was lower than the California DASS High Schools Median for All Students and for both numerically significant student groups. In 2024, the charter school's percentage of students prepared was lower for All Students, but higher than the California DASS High Schools Median for two of three numerically significant student groups, and the same as the California DASS High Schools Median for one numerically significant student group.

Matrix for Success Academy 2022-2023 College / Career Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Percentage of Prepared Students	Charter Status Level	CA DASS Schools Number of Students with Scores	CA DASS Schools Median Percentage of Prepared Students	CA DASS Schools Median Status Level	Charter to CA DASS Schools Median Comparison
All Students	**65**	**0.0%**	**Very Low**	**61,447**	**2.0%**	**Very Low**	**Lower**
Latino	60	0.0%	Very Low	40,833	1.8%	Very Low	Lower
Socioeconomically Disadvantaged	64	0.0%	Very Low	55,264	1.9%	Very Low	Lower

Data Sources: California School 2023 Dashboard Research data files.

Matrix for Success Academy 2023-2024 College / Career Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of students	Charter Performance Level (color)	Charter Percentage of prepared students	CA DASS Number of students	CA DASS Schools Median Color	CA DASS Median Percentage of prepared students	Charter to CA DASS Schools Median Comparison
All Students	**118**	**Orange**	**2.5%**	**62,986**	**Red**	**2.8%**	**Lower**
Latino	111	Orange	2.7%	43,129	Red	2.6%	Higher
English Learner	37	No Color	0.0%	9,863	Red	0.0%	Same
Socioeconomically Disadvantaged	117	Orange	2.6%	56,210	Red	2.5%	Higher

Data Sources: California School 2024 Dashboard Research data files.

Alternative Metric 5: Suspension Rate Indicator

Charter School's California School Dashboard data for the Suspension Rate Conditions & Climate Indicator will be compared to the California DASS High Schools Median.

In 2022, 2023, and 2024, the charter school's percentage of students suspended at least once was lower than California DASS High Schools Median for All Students, and for all numerically significant student groups.

Matrix for Success Academy 2021-2022 Suspension Rate Indicator Medians - CA School Dashboard Indicator

Student Group	Number of students	Charter Status Level	Charter Percentage of students suspended at least once	CA DASS Number of students	CA DASS Schools Median Status Level	CA DASS Median Percentage of students suspended at least once	Charter to CA DASS Schools Median Comparison
All Students	**341**	**Very Low**	**0.0%**	**269,892**	**Medium**	**3.0%**	**Lower**
Latino	314	Very Low	0.0%	175,699	Medium	2.4%	Lower
English Learner	84	Very Low	0.0%	40,245	Medium	1.9%	Lower
Homeless Youth	36	Very Low	0.0%	10,604	Medium	1.8%	Lower
Socioeconomically Disadvantaged	329	Very Low	0.0%	206,031	Medium	3.1%	Lower
Students with Disabilities	45	Very Low	0.0%	46,220	Medium	2.3%	Lower

Data Sources: California School 2022 Dashboard Research data files.

Matrix for Success Academy 2022-2023 Suspension Rate Indicator Medians - CA School Dashboard Indicator

Student Group	Number of students	Charter Performance Level (color)	Charter Percentage of students suspended at least once	CA DASS Number of students	CA DASS Schools Median Color	CA DASS Median Percentage of students suspended at least once	Charter to CA DASS Schools Median Comparison
All Students	**339**	**Blue**	**0.0%**	**251,298**	**Yellow**	**4.3%**	**Lower**
Latino	318	Blue	0.0%	164,844	Yellow	3.3%	Lower
English Learner	91	Blue	0.0%	39,575	Yellow	2.8%	Lower
Homeless Youth	78	Blue	0.0%	12,551	Orange	2.0%	Lower
Socioeconomically Disadvantaged	331	Blue	0.0%	193,621	Yellow	4.3%	Lower
Students with Disabilities	50	Blue	0.0%	45,137	Orange	3.0%	Lower

Data Sources: California School 2023 Dashboard Research data files.

Matrix for Success Academy 2023-2024 Suspension Rate Indicator Medians - CA School Dashboard Indicator

Student Group	Number of students	Charter Performance Level (color)	Charter Percentage of students suspended at least once	CA DASS Number of students	CA DASS Schools Median Color	CA DASS Median Percentage of students suspended at least once	Charter to CA DASS Schools Median Comparison
All Students	**433**	**Blue**	**0.0%**	**255,755**	**Yellow**	**3.6%**	**Lower**
Latino	405	Blue	0.0%	169,686	Yellow	3.0%	Lower
English Learner	117	Blue	0.0%	40,716	Green	2.3%	Lower
Long-term English Learner	98	Blue	0.0%	31,192	Green	2.8%	Lower

Matrix for Success Academy 2023-2024 Suspension Rate Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of students**	**Charter Performance Level (color)**	**Charter Percentage of students suspended at least once**	**CA DASS Number of students**	**CA DASS Schools Median Color**	**CA DASS Median Percentage of students suspended at least once**	**Charter to CA DASS Schools Median Comparison**
Homeless Youth	82	Blue	0.0%	14,880	Yellow	1.0%	Lower
Socioeconomically Disadvantaged	417	Blue	0.0%	198,748	Yellow	3.8%	Lower
Students with Disabilities	77	Blue	0.0%	45,954	Yellow	3.0%	Lower

Data Sources: California School 2024 Dashboard Research data files.

Alternative Metric 6: One Year Graduation Rate

Charter School's California School Dashboard Additional Reports data for the One Year Graduation Rate Academic Engagement Indicator will be compared to the California DASS High Schools Median.

In 2022, 2023, and 2024, the charter school's one year graduation rate was lower than the California DASS High Schools Median for All Students.

In all, Charter School's performance on the alternative metrics demonstrated that when compared to other DASS high schools statewide, Charter School reflects lower outcomes for the established alternative metrics except for Suspension Rate and, in 2024, CCI.

3. Closure of Charter School is in the best interest of pupils

The District weighed various factors in determining whether closure of Charter School is in the best interests of students. The October 24, 2024 *Notice To Charter School Of Alternative Metrics To Be Used For Renewal Dashboard Alternative School Status* communication states,

> "In the event that the District engages in an analysis of whether to deny the charter school's renewal petition, LAUSD will consider the full oversight record of the charter school, providing greater weight to performance on the measurements of academic performance. This consideration will include, but not be limited to, a comparison to LAUSD DASS schools' performance on the measurements of academic performance."

Following consideration of Charter School's performance on California School Dashboard state and local indicator data and performance on the alternative metrics based on the student population served, the District conducted a further analysis of Charter School's performance on the established alternative metrics in comparison to the LAUSD DASS High Schools Median (LADSM). As indicated below, when comparing Charter School to the LADSM, Charter School's data indicates that, overall, its student performance on California School Dashboard in 2023 was lower than the LADSM in ELA, Math, on the ELPI, and CCI. In 2024, although Charter School's data indicates that its student performance was higher than the LADSM in ELA and CCI, it was lower than the LADSM

in Math and on the ELPI. As noted above, Charter School's participation rate on the CAASPP (SBAC) affected the performance outcomes indicated below.

English Language Arts Indicator

In 2022, Charter School did not have a numerically significant number of students tested. In 2023 in ELA, the charter school's DFS was lower than the LADSM for All Students, and lower for the school's sole numerically significant student group. In 2024 in ELA, the charter school's DFS was higher than the LADSM for All Students, and for both of the school's two numerically significant student groups.

Matrix for Success Academy 2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	LAUSD DASS High Schools 9-12 Number of Students with Scores	LAUSD DASS High Schools 9-12 Median Color	LAUSD DASS High Schools 9-12 Median (DFS)	Charter to LAUSD DASS High Schools 9-12 Median Comparison (DFS)
All Students	**32**	**No Color**	**-318.5**	**302**	**No Color**	**-185.2**	**Lower**
Socioeconomically Disadvantaged	30	No Color	-317.6	140	Red	-194.8	Lower

Data Sources: California School 2023 Dashboard Research data files. 2024-2025 DASS High Schools 9-12 used for comparison.

Matrix for Success Academy 2023-2024 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	LAUSD DASS High Schools 9-12 Number of Students with Scores	LAUSD DASS High Schools 9-12 Median Color	LAUSD DASS High Schools 9-12 Median (DFS)	Charter to LAUSD DASS High Schools 9-12 Median Comparison (DFS)
All Students	**48**	**Orange**	**-136.8**	**176**	**Orange**	**-145.4**	**Higher**
Latino	46	No Color	-135.1	104	Orange	-176.3	Higher
Socioeconomically Disadvantaged	48	Orange	-136.8	168	Red	-145.4	Higher

Data Sources: California School 2024 Dashboard Research data files. 2024-2025 DASS High Schools 9-12 used for comparison.

Math Indicator

In 2022, Charter School did not have a numerically significant number of students tested. In 2023 in Math, the charter school's DFS was lower than the LADSM for All Students, and lower for the school's sole numerically significant student group. In 2024 in Math, the charter school's DFS was lower than the LADSM for All Students, but higher for one of the school's two numerically significant student groups.

Matrix for Success Academy 2022-2023 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Color**	**Charter (DFS)**	**LAUSD DASS High Schools 9-12 Number of Students with Scores**	**LAUSD DASS High Schools 9-12 Median Color**	**LAUSD DASS High Schools 9-12 Median (DFS)**	**Charter to LAUSD DASS High Schools 9-12 Median Comparison (DFS)**
All Students	**32**	**No Color**	**-338.4**	**314**	**No Color**	**-247.4**	**Lower**
Socioeconomically Disadvantaged	30	No Color	-337.7	148	Orange	-246.6	Lower

Data Sources: California School 2023 Dashboard Research data files. 2024-2025 DASS High Schools 9-12 used for comparison.

Matrix for Success Academy 2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Color**	**Charter (DFS)**	**LAUSD DASS High Schools 9-12 Number of Students with Scores**	**LAUSD DASS High Schools 9-12 Median Color**	**LAUSD DASS High Schools 9-12 Median (DFS)**	**Charter to LAUSD DASS High Schools 9-12 Median Comparison (DFS)**
All Students	**48**	**Orange**	**-241.6**	**174**	**Orange**	**-211.0**	**Lower**
Latino	45	No Color	-239.8	103	Orange	-243.4	Higher
Socioeconomically Disadvantaged	47	Orange	-239.4	166	No Color	-211.0	Lower

Data Sources: California School 2024 Dashboard Research data files. 2024-2025 DASS High Schools 9-12 used for comparison.

English Learner Progress Indicator

In 2022 on the ELPI, the charter school had a low number of English Learners. In 2023 on the ELPI, the charter school's English Learner Progress Rate was lower than the LADSM. In 2024 on the ELPI, the charter school's English Learner Progress Rates for English Learner and Long-term English Learner student groups were lower than the LADSM.

Matrix for Success Academy 2022-2023 English Learner Progress Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of EL Students with a Performance Level in Both the Current and Prior Year**	**Charter Performance Level (color)**	**Charter Percentage of English Learner making progress towards English proficiency**	**LAUSD DASS Number of EL Students with a Performance Level in Both the Current and Prior Year**	**LAUSD DASS High Schools 9-12 Median Color**	**LAUSD DASS Median Percentage of English Learner making progress towards English proficiency**	**Charter to LAUSD DASS High Schools 9-12 Median Comparison**
English Learner	**53**	**Yellow**	**13.2%**	**511**	**No Color**	**28.2%**	**Lower**

Data Sources: California School 2023 Dashboard Research data files. 2024-2025 DASS High Schools 9-12 used for comparison.

Matrix for Success Academy 2023-2024 English Learner Progress Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of EL Students with a Performance Level in Both the Current and Prior Year**	**Charter Performance Level (color)**	**Charter Percentage of English Learner making progress towards English proficiency**	**LAUSD DASS Number of EL Students with a Performance Level in Both the Current and Prior Year**	**LAUSD DASS High Schools 9-12 Median Color**	**LAUSD DASS Median Percentage of English Learner making progress towards English proficiency**	**Charter to LAUSD DASS High Schools 9-12 Median Comparison**
English Learner	**75**	**Yellow**	**25.3%**	**499**	**No Color**	**36.6%**	**Lower**
Long-term English Learner	62	Yellow	29.0%	251	No Color	40.6%	Lower

Data Sources: California School 2024 Dashboard Research data files. 2024-2025 DASS High Schools 9-12 used for comparison.

College/Career Indicator

The CCI was not reported on the 2022 Dashboard. In 2023, the charter school's percentage of students prepared was lower than the LADSM for All Students and for both numerically significant student groups. In 2024, the charter school's percentage of students prepared was higher than the LADSM for All Students, higher than the LADSM for two of three numerically significant student groups, and the same as the LADSM for one numerically significant student group.

Matrix for Success Academy 2022-2023 College / Career Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Percentage of Prepared Students**	**Charter Status Level**	**LAUSD DASS High Schools 9-12 Number of Students with Scores**	**LAUSD DASS High Schools 9-12 Median Percentage of Prepared Students**	**LAUSD DASS High Schools 9-12 Median Status Level**	**Charter to LAUSD DASS High Schools 9-12 Median Comparison**
All Students	**65**	**0.0%**	**Very Low**	**2,121**	**0.9%**	**Very Low**	**Lower**
Latino	60	0.0%	Very Low	1,758	0.5%	Very Low	Lower
Socioeconomically Disadvantaged	64	0.0%	Very Low	1,934	0.9%	Very Low	Lower

Data Sources: California School 2023 Dashboard Research data files. 2024-2025 DASS High Schools 9-12 used for comparison.

Matrix for Success Academy 2023-2024 College / Career Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of students**	**Charter Performance Level (color)**	**Charter Percentage of prepared students**	**LAUSD DASS Number of students**	**LAUSD DASS High Schools 9-12 Median Color**	**LAUSD DASS Median Percentage of prepared students**	**Charter to LAUSD DASS High Schools 9-12 Median Comparison**
All Students	**118**	**Orange**	**2.5%**	**2,239**	**Red**	**2.2%**	**Higher**
Latino	111	Orange	2.7%	1,846	Red	2.0%	Higher
English Learner	37	No Color	0.0%	58	Red	0.0%	Same
Socioeconomically Disadvantaged	117	Orange	2.6%	2,198	Red	2.3%	Higher

Data Sources: California School 2024 Dashboard Research data files. 2024-2025 DASS High Schools 9-12 used for comparison.

IV. RECOMMENDATION

Based on the foregoing, District staff recommends that the LAUSD Board deny Matrix for Success Academy's Renewal Petition. In order to deny the Renewal Petition, the LAUSD Board must make written findings setting forth specific facts to support the findings that the closure of Charter School is in the best interest of pupils. (Ed. Code, § 47607(c)(7).) Should the LAUSD Board decide to deny renewal of the Charter School's charter, District staff recommends that the Board adopt these *Findings of Fact in Support of Denial of the Renewal Charter Petition for Matrix for Success Academy* as the Board's written findings of fact in support of the denial.

Exhibits available for perusal at the following link:
https://drive.google.com/drive/folders/1ri-zMmI-nICpPJG6AVOaQj0rcKFTaIcx?usp=sharing

TAB 25

333 South Beaudry Ave,
Los Angeles, CA 90017

Los Angeles Unified School District

Board of Education Report

File #: Rep-139-25/26, **Version:** 1 **Agenda Date:** 11/17/2025
In Control: Charter Schools Division

Denial of the Renewal Petition for PREPA TEC - Los Angeles [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Denial of the Renewal Petition for PREPA TEC - Los Angeles) Recommends denial of the renewal petition for PREPA TEC - Los Angeles, a Start-Up Independent charter school, located in Board District 5 and Region East, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 388 students in grades 6-8 in each year of the charter term.

Action Proposed:
Adopt the denial of the renewal charter petition for PREPA TEC - Los Angeles ("Charter School"), a Start-Up Independent charter school, located in Board District 5 and Region East, and adoption of the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for PREPA TEC - Los Angeles. The school is requesting to reduce enrollment capacity from 504 to 388 students to align with its enrollment projections based on its enrollment trends in the current term.

Background:
PREPA TEC - Los Angeles is a 6-8 school currently serving 309 students on a private facility at 8001 Santa Fe Avenue, Walnut Park, CA, 90255 in Board District 5 and Region East. PREPA TEC - Los Angeles was originally approved by the LAUSD Board of Education on January 15, 2013. On December 5, 2017, the charter school was renewed for a five-year term to serve 504 students in grades 6-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for PREPA TEC - Los Angeles expires June 30, 2026.

On August 21, 2025, PREPA TEC - Los Angeles submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through November 19, 2025.

An initial Public Hearing was held on October 14, 2025.

Based on a comprehensive review and assessment of Charter School's renewal petition application and its record of performance, staff has determined that Charter School has not met the requirements set forth in Education Code sections 47605, 47607 and/or 47607.2 and therefore recommends denial of the renewal petition.

Due Diligence:
Current PREPA TEC - Los Angeles governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A confidential due diligence

review of the charter school and its governing organization, school leader and financial manager, was performed by the Office of the Inspector General, and to the extent any material concerns were identified by the Office of the Inspector General, such information was forwarded to District staff for further assessment.

Statutory Framework and Criteria for Renewal:
A charter school must demonstrate that it is eligible for a renewal of its charter by meeting specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

Criterion 1: The Charter Schools Act provides that renewals are governed by the standards and criteria described in Education Code section 47605 applicable to initial petitions. The first criterion considered in reviewing a renewal petition requires an analysis of the following:

- Whether the petition includes a sound educational program;
- Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
- Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
- Whether the charter school is demonstrably unlikely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions. (The Board may not consider the community impact analysis or District fiscal analysis in determining whether to grant or deny a renewal petition).

Criterion 2: The Board is required to consider the charter school's performance on the California School Dashboard accountability indicators. Education Code sections 47607 and 47607.2 prescribe three-tiers of performance classification in which a charter school falls within one of the following categories - "high," "middle," or "low." The three-tier classification considers a charter school's performance on the California School Dashboard accountability indicators, with an emphasis on the measurements of academic performance.

Criterion 3: Notwithstanding Criterion 1 and 2, the Board must also consider whether the charter school's enrollment or dismissal practices are discriminatory as grounds for nonrenewal. (Ed. Code, § 47607(e).) Additionally, the Board considers whether the charter school has substantial fiscal or governance factors as grounds for nonrenewal. (Ed. Code, § 47607(e).)

Grounds for Nonrenewal:
Staff of the Charter Schools Division and the Office of the General Counsel reviewed the renewal charter petition application for PREPA TEC - Los Angeles and have assessed that the renewal petition application does not meet the criteria for approval. As fully discussed in the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for PREPA TEC - Los Angeles, based on review of the petition and supporting documentation, staff has determined, the charter school is demonstrably unlikely to successfully implement the program set forth in the renewal petition due to substantial governance factors (Ed. Code, § 47607(e).); and Petitioners are demonstrably unlikely to successfully implement the program set forth in the petition. (Ed. Code, § 47607(c).)

Expected Outcomes:

Denial will prevent Charter School from continuing its operations as a charter school under the authority of the LAUSD Board.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of denial and the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for PREPA TEC - Los Angeles, Charter School would not be authorized to continue operating as a charter school under the terms of the authority of the LAUSD Board. Charter School's current charter expires on June 30, 2026. The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 139-25/26, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of Charter School renewal petition.

"No" - If the Board does not adopt the recommendation of denial of the charter petition and the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for PREPA TEC - Los Angeles, and instead takes specific action to approve the renewal charter petition, Charter School would be authorized to continue operating as a charter school under the terms of the approved renewal petition for a five (5) year period beginning July 1, 2026. Within 30 days, the Board requires that the school submit to the Charter Schools Division a revised renewal charter petition that is consistent with and meets all applicable legal and LAUSD requirements, including but not limited to a reasonably comprehensive description of all fifteen required elements and current Federal, State, District Required Language.

Policy Implications:
All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact:
The Local Control Funding Formula (LCFF) and various other income sources of the District are reduced when current District students enroll at a charter school, and corresponding reduction in expenditures may not occur in such cases. If the Board adopts staff recommendation of denial of the petition, the action will not have a budget impact. If the Board does not adopt the staff denial recommendation and the petition is approved, the impact on the budget will be commensurate with the terms of the specific Special Education Local Plan Area (SELPA) Memorandum of Understanding (MOU) (Option 1, 2, or 3) executed by the charter school and the District, if applicable.

Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and

operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has chosen to remain with a non-LAUSD Special Education Local Planning Area (SELPA) of which it is currently a participating member. Should Charter School subsequently elect to be part of the LAUSD SELPA, any 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 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," (Polic*y*, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has not met the requirements for charter school approval and therefore recommends denial of the renewal petition.

Issues and Analysis:
If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:
Attachment A - Staff Assessment and Recommendation Report
Attachment B - PREPA TEC - Los Angeles Data Set
Attachment C - Findings of Fact in Support of Denial of the Charter Petition for PREPA TEC - Los Angeles

Budget, Petition and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1oXdWqxbHI-llqtt58zKPeLQ42tR8GFw1?usp=sharing>

Submitted:
10/23/25

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Office of the Chief Strategy Officer

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT

RENEWAL PETITION

Board of Education Report 139-25/26
November 17, 2025

School Name:	**PREPA TEC - Los Angeles**		BOARD IS REQUIRED TO TAKE ACTION BY: **November 19, 2025**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Alta Public Schools**		
Location Code:	**5207**		
Type of Site(s):	**Private**		
Site Address(es):	**8001 Santa Fe Avenue, Walnut Park, CA 90255**		
Board District(s):	**5**	Region(s):	**East**
Grade Levels Served:	**6-8**	Current Enrollment:	**309**
Grade Levels Authorized in Current Charter:	**6-8**	Approved Enrollment in Current Charter:	**504 (see proposed change in "Action Proposed" below)**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Denial**		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends denial of the renewal petition for PREPA TEC – Los Angeles ("PREPA TEC" or "Charter School"), located in Board District 5 and Region East, for a term of five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 388 students in grades 6-8 in each year of the charter term. The school is requesting to reduce enrollment capacity from 504 to 388 students to align with its enrollment projections based on its enrollment trends in the current term.

II. RENEWAL REQUIREMENTS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  For reasons more fully set forth in the *Findings of Fact in Support of Denial of the Renewal Charter Petition for PREPA TEC – Los Angeles,* these criteria have been determined to be bases for denial.

- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
  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).)
  For reasons more fully set forth in the *Findings of Fact in Support of Denial of the Renewal Charter Petition for PREPA TEC – Los Angeles,* these criteria have been determined to be bases for denial.

Charter Petition Requirement:

In accordance with Education Code section 47611.5, a charter school charter shall contain a declaration regarding whether or not the charter school shall be deemed the exclusive public school employer of the employees at the charter school for the purposes of Section 3540.1 of the Government Code, and that declaration shall not be materially inconsistent with the charter.

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?
  This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	PREPA TEC – Los Angeles
Initial Authorization:	On January 15, 2013, PREPA TEC – Los Angeles was authorized by the LAUSD Board of Education to serve 504 students in grades 6-8.
Most Recent Renewal	The charter was renewed on December 5, 2017, for a five-year term (July 1, 2018 - June 30, 2023) to serve up to 504 students in grades 6-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for PREPA TEC – Los Angeles expires June 30, 2026.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	On December 5, 2017, as part of the school's most recent renewal, the LAUSD Board of Education issued the following academic benchmarks to PREPA TEC – Los Angeles: INSTRUCTIONAL: 1. Demonstrate growth of at least one performance level per academic year, as reported on the California School Dashboard, for "English Learner" in ELA and Math as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the "*Green*" performance level or higher. 2. Demonstrate growth of at least one performance level per academic year, as reported on the California School Dashboard, for "Students with Disabilities" in ELA and Math as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the "*Green*" performance level or higher. 3. Demonstrate growth of at least one performance level per academic year, as reported on the California School Dashboard, in Mathematics, schoolwide academic performance as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the "Green" performance level or higher.

	PREPA TEC – Los Angeles
Board Benchmarks in Current Charter Term:	FISCAL: 4. The school will provide a five-year budget to the Charter Schools Division that indicates consistent improvement to the school's fiscal condition no later than June 30, 2018. The school's five-year budget should indicate a positive cash flow in each year, with a positive change in net assets within three years that results in a positive net asset balance by the end of fiscal year 2022-2023. 5. The school will provide annual updates to the Charter Schools Division beginning on December 15, 2018, and continuing through December 15, 2023, concerning its progress in improving the school's fiscal condition and successfully executing the five-year budget as mentioned in the fiscal benchmark above. Please see the "Additional Information" section below and the *Findings of Fact in Support of Denial of the Renewal Charter Petition for PREPA TEC-Los Angeles* for more details.
Submission of Renewal Petition Application:	PREPA TEC - Los Angeles submitted its renewal petition application on August 21, 2025. The 90-day statutory timeline for Board action on the petition runs through November 19, 2025.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	PREPA TEC - Los Angeles implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	PREPA TEC - Los Angeles participates in Los Angeles County Charter Special Education Local Plan Area (SELPA).

B. <u>Charter School Operator</u>

PREPA TEC - Los Angeles is operated by Alta Public Schools, a California nonprofit public benefit corporation that also operates one other LAUSD-authorized charter school.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. <u>Summary</u>

PREPA TEC - Los Angeles has been identified by the state as a Middle performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard, and whether there was clear and convincing verified data evidence showing the school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School's Dashboard performance was lower than the state in both ELA and Math for the most recent three years, but higher on the English Language Progress Indicator (ELPI) for two of the three most recent years. The charter school provided two years of verified data, demonstrating one year's progress for All Students and for the majority of numerically significant student groups in ELA and Math for both 2023-2024 and 2024-2025. Please see the *Findings of Fact in Support of Denial of the Renewal Charter Petition for PREPA TEC - Los Angeles* for more details.

Please see the PREPA TEC - Los Angeles data sets and Verified Data Reports.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels are reported based on the 2021-2022 school year data using one of five Status Levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status Levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Below, the 2023 and 2024 Dashboard Performance Levels (colors) based on two years' data are provided.

PREPA TEC - Los Angeles

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	Very Low	Very Low	High	Not Applicable	Very High	Not Applicable	Low
2022-2023	Yellow	Orange	Orange	Not Applicable	Yellow	Not Applicable	Yellow
2023-2024	Orange	Orange	Green	Not Applicable	Red	Not Applicable	Orange

Data Sources: CA School Dashboard Research Files

c. English Language Arts Indicator

In 2022, 2023, and 2024 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was lower than the state for All Students, and lower than the state for all numerically significant student groups. For more information, please refer to the *Findings of Fact in Support of Denial of the Renewal Charter Petition for PREPA TEC – Los Angeles* for more details.

PREPA TEC - Los Angeles- English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Very Low**	**-87.0**	**Low**	**-12.2**	**Lower**
Latino	Met	Very Low	-86.4	Low	-38.6	Lower
English Learner	Met	Very Low	-137.7	Low	-61.2	Lower
Socioeconomically Disadvantaged	Met	Very Low	-91.2	Low	-41.4	Lower
Students with Disabilities	Met	Very Low	-176.4	Very Low	-97.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

PREPA TEC - Los Angeles - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Yellow**	**-61.3**	**25.6**	**Orange**	**-13.6**	**Lower**
Latino	Met	Yellow	-61.1	25.3	Orange	-40.2	Lower
English Learner	Met	Orange	-101.0	36.7	Orange	-67.7	Lower
Socioeconomically Disadvantaged	Met	Yellow	-61.6	29.7	Orange	-42.6	Lower
Students with Disabilities	Not Met	Orange	-168.1	8.3	Red	-96.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

PREPA TEC - Los Angeles - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-58.7**	**2.6**	**Orange**	**-13.2**	**Lower**
Latino	Met	Orange	-58.3	2.7	Orange	-39.3	Lower
English Learner	Met	Orange	-86.6	14.4	Orange	-67.6	Lower
Long Term English Learner	Met	Red	-118.1	-8.4	Red	-109.6	Lower
Socioeconomically Disadvantaged	Met	Yellow	-58.6	3.0	Orange	-40.9	Lower
Students with Disabilities	Met	Orange	-132.1	36.0	Red	-95.6	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

d. Math Indicator

In 2022, 2023, and 2024 in Math, the charter school's DFS was lower than the state for All Students, and lower than the state for all numerically significant student groups. For more information, please refer to the *Findings of Fact in Support of Denial of the Renewal Charter Petition for PREPA TEC – Los Angeles* for more details.

PREPA TEC - Los Angeles - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Very Low**	**-138.0**	**Low**	**-51.7**	**Lower**
Latino	Met	Very Low	-137.3	Low	-83.4	Lower
English Learner	Met	Very Low	-176.6	Low	-92.0	Lower
Socioeconomically Disadvantaged	Met	Very Low	-137.9	Low	-84.0	Lower
Students with Disabilities	Met	Very Low	-214.3	Very Low	-130.8	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

PREPA TEC - Los Angeles - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-134.9**	**3.1**	**Orange**	**-49.1**	**Lower**
Latino	Met	Red	-134.5	2.8	Orange	-80.8	Lower
English Learner	Met	Orange	-164.1	12.5	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Orange	-134.4	3.5	Yellow	-80.8	Lower
Students with Disabilities	Not Met	Orange	-196.5	17.8	Orange	-127.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

PREPA TEC - Los Angeles - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**Met**	**Orange**	**-131.7**	**3.2**	**Orange**	**-47.6**	**Lower**
Latino	Met	Orange	-131.3	3.1	Orange	-79.2	Lower
English Learner	Met	Orange	-158.0	6.1	Orange	-93.4	Lower
Long Term English Learner	Met	Red	-194.1	-21.9	Red	-163.5	Lower
Socioeconomically Disadvantaged	Met	Red	-131.5	2.9	Orange	-78.2	Lower
Students with Disabilities	Met	Red	-205.1	-8.6	Red	-124.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's English Learner Progress Rate was higher than the state. In 2023 on the ELPI, the charter school's English Learner progress rate was lower than the state. In 2024 on the ELPI, the charter school's English Learner Progress Rate for English Learner and Long-term English Learner student groups were higher than the state's rates.

PREPA TEC Los Angeles - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	High	62.3%	Medium	50.3%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

PREPA TEC Los Angeles - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Not Met	Orange	46.1%	-16.3%	Yellow	48.7%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

PREPA TEC - Los Angeles - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Not Met	Green	49.4%	3.3%	Orange	45.7%	Higher
Long-term English Learner	Not Met	Green	53.4%	5.1%	Orange	45.8%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

f. College/Career Indicator
Not applicable

g. Chronic Absenteeism Indicator
In 2022 and 2024 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students and for all numerically significant student groups. In 2023 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was higher than the state for All Students, and for three of four numerically significant student groups. .

h. Graduation Indicator [HS only]
Not applicable

i. Suspension Rate Indicator
In 2022 and 2023, the charter school's percentage of students suspended at least once was lower than the state for All Students, and for all numerically significant student groups. In 2024, the charter school's percentage of students suspended at least once was lower than the state for All Students, and for three of five numerically significant student groups.

j. Dashboard Local Indicators
Staff also considered the Local Indicators (e.g., Basic: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; Access to a Broad Course of Study) which have all been reported as "Not Met" in 2023 and "Met" in 2024.

k. Additional Information
As part of the school's most recent renewal, the LAUSD issued benchmarks. For more information regarding the instructional benchmarks, please refer to the *Findings of Fact in Support of Denial of the Renewal Charter Petition for PREPA TEC – Los Angeles* for more details.

In addition to the above, updates regarding the fiscal benchmarks issued for the current term are as follows:

4. The school will provide a five-year budget to the Charter Schools Division that indicates consistent improvement to the school's fiscal condition no later than June 30, 2018. The school's five-year budget should indicate a positive cash flow in each year, with a positive change in net assets within three years that results in a positive net asset balance by the end of fiscal year 2022-2023.

Fiscal Benchmark 4 was met. Charter School submitted a five-year budget demonstrating consistent improvement in its fiscal condition, with positive cash flow and annual increases in net assets, resulting in a positive net asset balance by the end of fiscal year 2022-2023.

5. The school will provide annual updates to the Charter Schools Division beginning on December 15, 2018, and continuing through December 15, 2023, concerning its progress in improving the school's fiscal condition and successfully executing the five-year budget as mentioned in the fiscal benchmark above.

Fiscal Benchmark 5 was met. Charter School has submitted its annual updates concerning the progress in implementing the financial plan outlined in Fiscal Benchmark 4 above.

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 PREPA TEC - Los Angeles outcomes on its annual oversight evaluation reports for the last two years. For more information, please refer to the *Findings of Fact in Support of Denial of the Renewal Charter Petition for PREPA TEC - Los Angeles*.

a. Governance

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Unsatisfactory*
Concerns	The rating of *Unsatisfactory* in 2024-2025 was due to unresolved concerns and ongoing tiered intervention.

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	*Developing*
2024-2025	*Developing*
Concerns	The rating of *Developing* in 2023-2024 and 2024-2025 was primarily due to the school's average of academic indicators.

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Proficient*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	*Proficient*
2024-2025	*Developing*
Concerns	The rating of *Developing* in 2024-2025 was primarily due to the school's weak and deteriorating financial condition. See further details in the Fiscal Management and Performance section below.

VI. VERIFIED DATA

Charter schools satisfying the Middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school's achieved measurable increases in academic achievement, or strong postsecondary outcomes for the timeframe specified in law. (Ed. Code, § 47607.2(b)(3).)

ELA

Charter School provided data for Reading from "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2023-2024 and 2024-2025 Final Diagnostic for All Students and for the following student groups: English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the SBE to be on the verified data list.

Per Education Code section 47607.2 (c)(2), the SBE established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready's publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 308 students were assessed in Reading and 311 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2024-2025 assessment data appears to include at least 95% of eligible students.

For Reading, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 160%. Per the California SBE May 2023 Agenda Item #02, publisher guidance states, "Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers." Therefore, based on i-Ready's Median Progress to Typical Growth targets[1] to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth," Charter School met for All Students in Reading in 2024-2025.

As seen in the table below, Charter School provided the most recent data for four student groups and all student groups demonstrated one year's progress based on i-Ready's Median Progress to Typical Growth Targets in 2024-2025.

i-Ready Diagnostic Growth Reading 2024-2025				
Student Groups	**Number of Students Tested**	**i-Ready Growth Target**	**Reading: Progress to Annual Typical Growth (Median)**	**One Year's Progress**
All Students Grade 6-8	308	Grades 6-8: 45%	160%	Met
Latino	221	Grades 6-8: 45%	172%	Met
English Learner	74	Grades 6-8: 45%	200%	Met
Socioeconomically Disadvantaged	222	Grades 6-8: 45%	170%	Met
Students with Disabilities	27	Grades 6-8: 45%	161%	Met

*Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

[1] In 2023, Curriculum Associates revised typical growth targets in Reading to be 75% in Grades K-5 and 45% in Grades 6-8.

Charter School also submitted verified data using i-Ready for the 2023-2024 school year. Based on i-Ready's Median Progress to Typical Growth targets, Charter School met the one year's progress for All Students and met the one year's progress for three of four student groups in Reading in 2023-2024.

MATH

Charter School provided data for Math from an "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2023-2024 and 2024-2025 Final Diagnostic for All Students and for the following student groups: English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

Per Education Code section 47607.2 (c)(2), the SBE established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready's publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 310 students were assessed in Math and 310 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2024-2025 assessment data appears to include at least 95% of eligible students.

For Math, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 114%. Based on i-Ready's Median Progress to Typical Growth targets[2] to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth," Charter School met for All Students in Math in 2024-2025.

As seen in the table below, Charter School provided the most recent data for four student groups and all student groups demonstrated one year's progress based on i-Ready's Median Progress to Typical Growth Targets in 2024-2025.

i-Ready Diagnostic Growth Math 2024-2025				
Student Groups	**Number of Students Tested**	**i-Ready Growth Target**	**Math: Progress to Annual Typical Growth (Median)**	**One Year's Progress**
All Students Grade 6-8	310	Grades 6-8: 60%	114%	Met
Latino	222	Grades 6-8: 60%	109%	Met
English Learner	74	Grades 6-8: 60%	127%	Met
Socioeconomically Disadvantaged	223	Grades 6-8: 60%	108%	Met
Students with Disabilities	28	Grades 6-8: 60%	156%	Met

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Charter School also submitted verified data using i-Ready for the 2023-2024 school year. Based on i-Ready's Median Progress to Typical Growth targets, Charter School met the one year's progress for All Students and met the one year's progress for all four student groups in Math in 2023-2024.

[2] i-Ready Median Progress to Typical Growth targets in Math are 80% in Grades K-5 and 60% in Grades 6-8.

Based on the review and consideration of verified data, PREPA TEC included two years of data, including schoolwide and student group reports (English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) for both ELA and Math. In 2023-2024 and 2024-2025, PREPA TEC-Los Angeles appears to have met 95 percent participation rate for schoolwide and all numerically significant student groups.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition
PREPA TEC – Los Angeles' fiscal condition is positive.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Unaudited Actuals)
Net Assets	$1,000,762	$487,959	$233,684	$70,196	$296,514
Net Income/Loss	$732,917	($512,803) [1]	($254,275) [2]	($163,488) [3]	$226,318
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment [A]	268	275	294	306	327

[1]According to APS, the net loss reported for Fiscal Year 2021-2022 was primarily due to the recognition of $713K in rent expenses as the result of recording the school's deferred lease liability using the straight-line basis.

[2]According to APS, the net loss reported for Fiscal Year 2022-2023 was primarily due to increased rent from the school's relocation to a permanent facility.

[3]According to APS, The net loss reported for Fiscal Year 2023-2024 was primarily due to investments in expanded services (i.e., academic recovery interventions, staff mental health and retention supports, attendance and child welfare supports, and facilities improvements).

b. 2023-2024 Independent Audit Report
Audit Opinion: Unmodified/Unqualified
Material Weaknesses: None Reported
Deficiencies/Findings: None Reported
Lack of a Going Concern: None Reported

c. Other Significant Fiscal Information
The financial condition of the charter operator is summarized in the table below.

Alta Public Schools					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
2	2	$7,293,506	($266,510) [4]	$3,229,030	$56,348

[4] According to APS, the net loss reported for Fiscal Year 2023-2024 was primarily due to the combined net losses of ($164K) from PREPA TEC – Los Angeles and ($242K) from Alta Foundation PTMS, LLC, partially offset by net income from other APS-related entities. Based on the 2023-2024 audit, the net loss for Alta Foundation PTMS, LLC was primarily due to non-cash depreciation expense of $279K.

PREPA TEC - Los Angeles

Board District: 5 | Region: East | Location Code: 5207

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022						Dashboard 2023							Dashboard 2024							
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	100%	252	-87.0	Very Low	-12.2	Lower	99%	267	-61.3	25.6	Increased Significantly	Yellow	-13.6	Lower	100%	282	-58.7	2.6	Maintained	Orange	-13.2	Lower
English Learner	99%	89	-137.7	Very Low	-61.2	Lower	99%	107	-101.0	36.7	Increased Significantly	Orange	-67.7	Lower	100%	119	-86.6	14.4	Increased	Orange	-67.6	Lower
Latino	100%	250	-86.4	Very Low	-38.6	Lower	99%	263	-61.1	25.3	Increased Significantly	Yellow	-40.2	Lower	100%	278	-58.3	2.7	Maintained	Orange	-39.3	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	100%	59	-118.1	-8.4	Declined	Red	-109.6	Lower
Socioeconomically Disadvantaged	100%	236	-91.2	Very Low	-41.4	Lower	99%	265	-61.6	29.7	Increased Significantly	Yellow	-42.6	Lower	100%	273	-58.6	3.0	Increased	Yellow	-40.9	Lower
Students with Disabilities	100%	34	-176.4	Very Low	-97.3	Lower	90%	30	-168.1	8.3	Increased	Orange	-96.3	Lower	100%	31	-132.1	36.0	Increased Significantly	Orange	-95.6	Lower

Data Sources: California School Dashboard Research data files.

PREPA TEC - Los Angeles

Board District: 5 | Region: East | Location Code: 5207

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
	Dashboard 2022						Dashboard 2023								Dashboard 2024							
Student Group	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	100%	256	-138.0	Very Low	-51.7	Lower	99%	266	-134.9	3.1	Increased	Orange	-49.1	Lower	99%	284	-131.7	3.2	Increased	Orange	-47.6	Lower
English Learner	100%	90	-176.6	Very Low	-92.0	Lower	99%	107	-164.1	12.5	Increased	Orange	-93.4	Lower	100%	122	-158.0	6.1	Increased	Orange	-93.4	Lower
Homeless Youth	--	--	--	--	-101.8	--	--	--	--	--	--	--	-101.3	--	92%	12	-137.3	--	--	--	-106.0	--
Latino	100%	251	-137.3	Very Low	-83.4	Lower	99%	262	-134.5	2.8	Maintained	Red	-80.8	Lower	99%	280	-131.3	3.1	Increased	Orange	-79.2	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	100%	59	-194.1	-21.9	Declined Significantly	Red	-163.5	Lower
Socioeconomically Disadvantaged	100%	237	-137.9	Very Low	-84.0	Lower	99%	264	-134.4	3.5	Increased	Orange	-80.8	Lower	99%	274	-131.5	2.9	Maintained	Red	-78.2	Lower
Students with Disabilities	100%	34	-214.3	Very Low	-130.8	Lower	94%	30	-196.5	17.8	Increased Significantly	Orange	-127.3	Lower	97%	30	-205.1	-8.6	Declined	Red	-124.3	Lower

Data Sources: California School Dashboard Research data files.

PREPA TEC - Los Angeles

Board District: 5 | Region: East | Location Code: 5207

CA School Dashboard: English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school for all student groups in grades 1-12. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator

	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	Students	ELPI	Status Level	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State
English Learner	77	62.3%	High	50.3%	Higher	89	46.1%	-16.3	Declined Significantly	Orange	48.7%	Lower	79	49.4%	3.3	Increased	Green	45.7%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	58	53.4%	5.1	Increased	Green	45.8%	Higher

Student English Language Acquisition Results Summative ELPAC

		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2022	EL	58.4%	3.9%	24.7%	13.0%	47.5%	2.8%	31.4%	18.3%
2023	EL	41.6%	4.5%	28.1%	18.0%	45.7%	2.3%	32.2%	18.3%
2024	EL	48.1%	1.3%	32.9%	15.2%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	53.4%	0.0%	29.3%	13.8%	41.6%	3.4%	28.5%	24.7%

Districts and schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard). For each district and school that does not meet the 95 percent target, the minimum number of students needed to reach a participation rate of at least 95 percent is determined. The resulting number of students will be counted as not making progress in the current ELPI Status calculation.

Summative ELPAC Participation Rate Report

		School				State of California			
End Year	Student Group	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%
2022	EL	83	85	97.6%	Y	1,052,513	1,088,734	96.7%	Y
2023	EL	86	97	88.7%	N	1,048,300	1,069,515	98.0%	Y
2023	LTEL	36	37	97.3%	Y	193,182	202,530	95.4%	Y
2024	EL	80	86	93.0%	N	1,028,083	1,047,977	98.1%	Y
2024	LTEL	46	50	92.0%	N	182,603	190,459	95.9%	Y

PREPA TEC - Los Angeles

Board District: 5 | Region: East | Location Code: 5207

CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																			
	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	Students	Chronic Absenteeism	Status Level	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	304	40.5%	Very High	30.0%	Higher	295	29.5%	-11.0	Declined Significantly	Yellow	24.3%	Higher	318	34.6%	5.1	Increased Significantly	Red	18.6%	Higher
English Learner	96	40.6%	Very High	33.6%	Higher	105	29.5%	-11.1	Declined	Orange	26.3%	Higher	92	37.0%	7.4	Increased	Red	20.1%	Higher
Homeless Youth	--	--	--	45.1%	--	--	--	--	--	--	38.7%	--	12	50.0%	--	--	--	32.7%	--
Latino	298	40.3%	Very High	35.8%	Higher	290	29.0%	-11.3	Declined Significantly	Yellow	28.4%	Higher	314	34.1%	5.1	Increased Significantly	Red	21.7%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	65	40.0%	11.4	Increased	Red	23.9%	Higher
Socioeconomically Disadvantaged	280	40.0%	Very High	37.4%	Higher	293	29.7%	-10.3	Declined Significantly	Yellow	29.9%	Lower	302	34.8%	5.1	Increased Significantly	Red	23.4%	Higher
Students with Disabilities	35	62.9%	Very High	39.6%	Higher	35	45.7%	-17.1	Declined	Orange	33.1%	Higher	32	50.0%	4.3	Increased	Red	26.3%	Higher

Data Sources: California School Dashboard Research data files.

PREPA TEC - Los Angeles

Board District: 5 | Region: East | Location Code: 5207

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																			
	Dashboard 2022					Dashboard 2023							Dashboard 2024						
Student Group	Students	Suspension Rate	Status Level	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State
All Students	316	0.6%	Low	3.1%	Lower	303	2.0%	1.3	Increased	Yellow	3.5%	Lower	323	3.1%	1.1	Increased	Orange	3.2%	Lower
English Learner	104	1.0%	Low	3.2%	Lower	107	1.9%	0.9	Increased	Yellow	3.7%	Lower	95	4.2%	2.3	Increased	Orange	3.4%	Higher
Homeless Youth	--	--	--	5.5%	--	--	--	--	--	--	6.5%	--	12	8.3%	--	--	--	5.7%	--
Latino	310	0.6%	Low	3.3%	Lower	298	2.0%	1.4	Increased	Yellow	3.8%	Lower	319	2.8%	0.8	Increased	Orange	3.4%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	67	6.0%	3.1	Increased	Orange	8.1%	Lower
Socioeconomically Disadvantaged	288	0.7%	Low	4.0%	Lower	299	2.0%	1.3	Increased	Yellow	4.5%	Lower	306	2.6%	0.6	Increased	Orange	4.0%	Lower
Students with Disabilities	35	0.0%	Very Low	5.4%	Lower	35	2.9%	2.9	Increased	Orange	5.9%	Lower	32	9.4%	6.5	Increased	Orange	5.4%	Higher

Data Sources: California School Dashboard Research data files.

PREPA TEC - Los Angeles

Board District: 5 | Region: East | Location Code: 5207

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group						
	2023-2024			2024-2025		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	305	529,902	5,837,690	319	516,685	5,806,221
F/R Meal	94.8%	80.6%	61.6%	90.9%	81.9%	62.7%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A
English Learner	28.9%	20.1%	18.4%	26.0%	18.6%	17.4%
Foster Youth	0.7%	0.6%	0.5%	1.3%	0.5%	0.5%
Homeless Youth	3.6%	2.1%	3.6%	1.3%	2.7%	4.0%
Socioeconomically Disadvantaged	96.4%	81.3%	62.7%	93.4%	82.4%	63.6%
Students w/ Disabilities	10.2%	14.8%	13.7%	11.3%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	1.3%	7.3%	4.9%	0.3%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.0%	3.4%	9.9%	0.0%	3.3%	10.1%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%
Latino	98.7%	73.8%	56.1%	99.1%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	0.0%	9.8%	20.3%	0.3%	9.7%	20.0%
Two or More Races	0.0%	2.0%	4.6%	0.0%	2.1%	4.8%
Not Reported	0.0%	1.8%	1.1%	0.3%	2.2%	1.2%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp

PREPA TEC - Los Angeles

Board District: 5 | Region: East | Location Code: 5207

Long-Term English Learners (LTEL) and “At-Risk”

Note: The “EL Total” column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the “English Learners” heading. The “Total (Ever-EL)” column displays the summed total of the data in the “RFEP” column plus the data in the four columns under the “English Learners” heading OR the data in the “EL Total” column, but not both. The percent values displayed in this report are calculated as a percent of the “Total (Ever-EL)” which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	41	20.2%	17,921	7.3%	226,508	11.1%	52	26.0%	15,302	6.5%	211,186	10.6%	37	18.4%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	3	1.5%	17,295	7.1%	144,189	7.1%	1	0.5%	15,717	6.7%	136,188	6.8%	2	1.0%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	7	3.4%	60,457	24.7%	505,486	24.8%	6	3.0%	60,574	25.7%	519,651	26.0%	11	5.5%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	51	25.1%	18,850	7.7%	236,319	11.6%	29	14.5%	14,725	6.2%	207,768	10.4%	33	16.4%	13,775	6.2%	178,306	9.3%
EL Total	102	50.2%	114,523	46.8%	1,112,502	54.5%	88	44.0%	106,318	45.0%	1,074,793	53.8%	83	41.3%	95,959	43.3%	1,009,030	52.6%
RFEP	101	49.8%	130,377	53.2%	927,694	45.5%	112	56.0%	129,789	55.0%	924,422	46.2%	118	58.7%	125,465	56.7%	909,298	47.4%
Total Ever EL	203	100.0%	244,900	100.0%	2,040,196	100.0%	200	100.0%	236,107	100.0%	1,999,215	100.0%	201	100.0%	221,424	100.0%	1,918,328	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesltel.asp

PREPA TEC - Los Angeles

Board District: 5 | Region: East | Location Code: 5207

Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by Local Education Agencies (LEAs). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. High Incidence is defined as students in the Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment categories. Low Incidence Students are defined as those in the Autism, Deafness, Emotional Disturbance, Hard of Hearing, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, and Visual Impairment categories.

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	305			529,902			319			516,685		
Students with Disabilities	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	31	100%	10.2%	78,319	100%	14.8%	36	100%	11.3%	80,505	100%	15.6%
High Incidence	29	93.5%	9.5%	52,153	66.6%	9.8%	34	94.4%	10.7%	52,412	65.1%	10.1%
Low Incidence	2	6.5%	0.7%	26,162	33.4%	4.9%	2	5.6%	0.6%	28,084	34.9%	5.4%
Autism	1	3.2%	0.3%	18,713	23.9%	3.5%	1	2.8%	0.3%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Emotional Disturbance	0	0%	0%	1,148	1.5%	0.2%	0	0%	0%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	0	0%	0%	971	1.2%	0.2%	0	0%	0%	931	1.2%	0.2%
Intellectual Disability	1	3.2%	0.3%	3,393	4.3%	0.6%	1	2.8%	0.3%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	8	25.8%	2.6%	10,930	14%	2.1%	13	36.1%	4.1%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0%	0%	533	0.7%	0.1%	0	0%	0%	434	0.5%	0.1%
Specific Learning Disability	21	67.7%	6.9%	29,615	37.8%	5.6%	18	50%	5.6%	29,368	36.5%	5.7%
Speech or Language Impairment	0	0%	0%	11,608	14.8%	2.2%	3	8.3%	0.9%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	0	0%	0%	185	0.2%	0%	0	0%	0%	175	0.2%	0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

FINDINGS OF FACT IN SUPPORT OF DENIAL OF THE RENEWAL CHARTER PETITION FOR PREPA TEC - LOS ANGELES BY THE LOS ANGELES UNIFIED SCHOOL DISTRICT

BOARD OF EDUCATION REPORT
November 17, 2025

I. INTRODUCTION

On August 21, 2025, PREPA TEC - Los Angeles ("Charter School" or "Petitioners") submitted a renewal petition application ("Renewal Petition") to the Charter Schools Division ("CSD") of the Los Angeles Unified School District ("LAUSD" or "District"), seeking to renew its charter to serve up to 388 students in grades 6-8 for a five-year term, July 1, 2026, to June 30, 2031. (*See* Exhibit 1, PREPA TEC - Los Angeles Charter Renewal Petition). Charter School currently operates on a private site (non-District owned facility) at 8001 Santa Fe Avenue, Walnut Park, CA, 90255, which is located in Board District 5 and Region East. Charter School is operated by Alta Public Schools ("APS"), a California nonprofit public benefit corporation that also operates one other LAUSD-authorized charter school.[1]

Pursuant to the Charter Schools Act (Ed. Code, § 47600 *et seq*.) and the adopted *LAUSD Policy and Procedures for Charter Schools* ("LAUSD policy" or "District policy"), LAUSD's Board of Education ("Board") has 90 days upon receipt of the renewal petition to either grant or deny the renewal petition unless an extension of an additional 30 days is mutually agreed upon by the parties. No later than 60 days following receipt of the renewal petition, the LAUSD Board must hold an initial public hearing to consider the level of support for the renewal petition by teachers employed by the District, other employees of the District, and parents. At the second public hearing, at which the Board will either grant or deny the charter, the petitioner shall have equivalent time and procedures to present evidence and testimony to respond to District staff's recommendation and findings. The LAUSD Board must publish all staff recommendations, including the recommended findings regarding the renewal petition, at least 15 days before the public hearing at which the LAUSD Board will either grant or deny the renewal petition.

The District evaluates renewals petitions in accordance with the standards and criteria specified in the Charter Schools Act. Based on a comprehensive review of the Renewal Petition application and the record of performance of Charter School, as described in greater detail below, District staff has determined that Charter School has not met the requirements set forth in Education Code sections 47605, 47607, 47607.2 and/or

[1] LAUSD provides oversight of its charter schools and the entities managing charter schools, and unless otherwise stated, for the purpose of these Findings of Fact, the names "Charter School," "Petitioners," and "APS" may be used interchangeably, with the duties and responsibilities of Charter School, Petitioners and APS being the same under these Findings of Fact.

47611.5, and therefore recommends denial of the Renewal Petition.

II. CRITERIA FOR RENEWAL AND GROUNDS FOR NONRENEWAL

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the charter school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2 and 47611.5. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

Criterion 1:

The Charter Schools Act provides that renewals are governed by the standards and criteria described in Education Code section 47605 applicable to initial petitions. The first criterion considered in reviewing a renewal petition requires an analysis of the following:

- Whether the petition includes a sound educational program;
- Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
- Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
- Whether petitioners are not demonstrably unlikely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions.

While Criterion 1 is similar to the criteria for a new petition, for renewal petitions, there is more information and data regarding past performance since the initial petition for establishment of the charter school was granted. Thus, soundness of the educational program and capacity for implementation are assessed through the past performance of the existing charter school as indicators of likely future performance, including any applicable benchmarks that have been established. The LAUSD Board will examine the charter school's record in four key areas of charter school performance:

1) Governance
2) Student Achievement and Educational Performance
3) Organizational Management, Programs and Operations
4) Fiscal Operations

As part of its analysis, the LAUSD Board is to assess the extent to which charter school governing board members and staff have successfully implemented the terms of their charter, addressed deficiencies, and demonstrated capacity to continue to do so in the future based on evidence of past performance.[2]

[2] See LAUSD policy, pp. 28-29.

Criterion 2:

The LAUSD Board is required to consider the charter school's performance on the California School Dashboard accountability indicators. Education Code sections 47607 and 47607.2 prescribe three-tiers of performance classification in which a charter school falls within one of the following categories - "high," "middle," or "low" performing. The state will publish an annual list of charter schools and their performance classification. The three-tier classification considers a charter school's performance on the California School Dashboard accountability indicators, with an emphasis on the measurements of academic performance. "Measurements of academic performance" refers to the state indicators included on the California School Dashboard that are based on statewide assessments in the California Assessment of Student Performance and Progress System (CAASPP), or any successor system, English Learner Progress Indicator (ELPI), or any successor system, and the College/Career Indicator (CCI). A charter school submitting a renewal petition should include in its application all evidence and data related to the charter school's performance on the California School Dashboard.

Middle Performing Charter Schools

For all charter schools that do not meet the High performing or Low performing criteria, the LAUSD Board shall consider the charter school under Middle performing criteria. (Ed. Code, § 47607.2(b)(1).) Pursuant to Education Code section 47607.2(b), the LAUSD Board shall consider the following:

(1) The schoolwide performance and performance of all student groups of pupils served by the charter school on both the state and local indicators on the California School Dashboard;

(2) The LAUSD Board shall provide greater weight to the performance on measurements of academic performance on the California School Dashboard;

(3) Until January 1, 2026, the LAUSD Board shall also consider clear and convincing evidence, demonstrated by verified data, showing either of the following:

a. The charter school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or

b. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

Effective January 1, 2021, pursuant to Education Code section 47607.2(c)(2), the State Board of Education adopted criteria to define verified data[3] and identified an approved

[3] "Verified data" means data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. (Ed. Code, §47607.2(c)(2).)

list of valid and reliable assessments.[4] Staff's review of Charter School's submitted materials will be based on verified data sources and related information adopted by the State Board of Education. (Ed. Code, § 47607.2(c)(3)). Charter schools submitting verified data for this purpose must adhere to the state-approved criteria.

The LAUSD Board may deny a renewal of a Middle performing charter school pursuant to Education Code section 47607.2(b) upon making each of the following written factual findings:

(1) The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the school;

(2) The closure of the charter school is in the best interest of the pupils; and

(3) The decision provided greater weight to the performance on the measurements of academic performance.

When determining whether to deny a renewal petition under prong 1 or 2, LAUSD will consider the full oversight record of the charter school, providing greater weight to performance on the measurements of academic performance. This consideration will include a comparison to Resident Schools' performance on the measurements of academic performance (e.g., Long-term English Learner (LTEL) rates, and percentage of students Met or Exceeded Standards as measured on the CAASPP as compared to the state averages, California School Dashboard data, four-year cohort graduation rates). A list of Resident Schools is generated, based on students' addresses as reported in CALPADS.

As a Middle performing charter school, if renewed, the chartering authority (LAUSD Board) must grant a renewal for a period of five years. (Ed. Code, § 47607.2(b)(7).)[5]

Criterion 3:

Notwithstanding Criterion 1 and 2, the LAUSD Board will also consider whether the charter school's enrollment or dismissal practices are discriminatory as grounds for nonrenewal. (Ed. Code, § 47607(e).) Additionally, the LAUSD Board shall consider whether the charter school has substantial fiscal or governance factors as grounds for nonrenewal. (*Id*.)

Specifically, the LAUSD Board may deny renewal of any charter petition, regardless of whether the charter school satisfies the High, Middle, or Low performing criteria, upon a finding that either:

(1) The charter school is demonstrably unlikely to successfully implement the

[4] https://www.cde.ca.gov/sp/ch/verifdatacrit.asp
[5] See LAUSD policy, pp. 35-37.

program set forth in the renewal petition due to either:

(a) Substantial fiscal factors, or
(b) Substantial governance factors.

Pursuant to the District Policy, substantial fiscal factors may include, but are not limited to, issues related to the charter school's fiscal solvency, mismanagement of funds, cash flow concerns, or outstanding financial liabilities owed to the District and/or others (e.g., contractual obligations, judgments/settlements, unpaid bills or debts, fee-for-service arrangements, facilities related costs, Prop. 39 over-allocated space reimbursements, etc.). Substantial governance factors may include, but are not limited to, issues related to the retention of faculty (such as school leadership and teachers) which rise to the level of disruption of delivery of educational programs; conflicts of interest; or, violations of the Brown Act or California Public Records Act.

(2) The charter school is not serving the pupils who wish to attend.

Upon a finding that the charter school is not serving all pupils who wish to attend, LAUSD must identify evidence supporting this finding, including aggregate data reflecting pupil enrollment patterns at the charter school. (Ed. Code, § 47607(d).)[6]

Prior to a nonrenewal determination pursuant to number 1 or 2 noted above, LAUSD shall provide the charter school with at least 30 days' notice of the alleged violation and provide the charter school with a reasonable opportunity to cure the violation, including providing an opportunity for the charter school to present a proposed corrective plan. (Ed. Code, § 47607(e).) After providing notice of the alleged violation and reasonable opportunity to cure the violation, the LAUSD Board may deny a renewal petition if it finds that either:

1) The corrective action proposed by the charter school has been unsuccessful, or
2) The violations are sufficiently severe and pervasive as to render a corrective action plan unviable.

III. FINDINGS OF FACT IN SUPPORT OF DENIAL OF CHARTER RENEWAL

Based on a comprehensive review of Charter School's Renewal Petition application and Charter School's record of academic and governance performance, District staff recommends that the LAUSD Board **deny** the renewal and adopt these *Findings of Fact In Support of Denial of the Renewal Charter Petition for PREPA TEC - Los Angeles* based on the following ground(s):

- Petitioners are demonstrably unlikely to successfully implement the program set forth in the Renewal Petition due to substantial governance factors. (Ed.

[6] See LAUSD Policy, pp. 37-38.

Code, § 47607(e).) (Criterion 3); and

- Petitioners are demonstrably unlikely to successfully implement the program set forth in the Renewal Petition. (Ed. Code § 47605(c)(2).) (Criterion 1)

A. Charter School is demonstrably unlikely to successfully implement the program set forth in the Renewal Petition due to substantial governance factors. (Ed. Code § 47607(e).)

On July 23, 2025, the District issued Charter School a Notice of Alleged Violations ("NOAV") pursuant to Education Code section 47607(e). The NOAV provided facts to explain why Charter School is demonstrably unlikely to successfully implement the program due to substantial governance factors consistent with statutory requirements. As operationalized by the District, District Policy explains that "substantial governance factors" may include, but are not limited to "issues related to the retention of faculty (such as school leadership and teachers) which rise to the level of disruption of delivery of educational programs; conflicts of interest; or, violations of the Brown Act or California Public Records Act."[7] The District's NOAV also indicated that failing to take corrective actions in response to the NOAV could lead to LAUSD's recommended denial of Charter School's Renewal Petition based on either of the following findings: (1) the corrective action proposed by the charter school has been unsuccessful; or (2) the violations are sufficiently severe and pervasive as to render a corrective action plan unviable. (*See* Ed. Code, § 47607(e); *see also* Exhibit 2, PREPA TEC - Los Angeles Notice of Alleged Violation July 23, 2025).

The District requested that Charter School provide a response to the NOAV by August 22, 2025, as consistent with the timeline set forth by statute**.** Charter School's response to the NOAV was insufficient, and was received by the District after the deadline, on August 29, 2025, following a request for an extension. Additionally, the NOAV was specific to substantial governance factors that would be considered in Charter School's renewal, and therefore the District requested, as part of the NOAV, that the APS Board address the NOAV and adopt a plan to cure the areas of noncompliance. However, the agenda for the APS Board Meeting that was submitted by Charter School, as part of its response, does not include the NOAV on the agenda, but only included a Notice to Cure for APS' other charter school. Hence, no evidence was provided that showed APS' Board considered, discussed, or provided any plan in response to the NOAV. Furthermore, the plan that was provided in the response was the same plan previously provided in response to the March 2025 Notice to Cure, and does not specifically address the August 2025 NOAV, as discussed in more detail below. Notwithstanding Charter School's response to the NOAV, as shown below, the corrective action proposed by Charter School has been unsuccessful. (Ed. Code, § 47607(e).)

[7] See LAUSD Policy, pg. 37.

1. APS Board Failed to Cure Violations and Comply with Proposed Corrective Actions RE: Special Education Services and Data Compliance.

Charter School is part of the Los Angeles County Charter Special Education Local Plan Area ("LAC Charter SELPA"). Consistent with LAUSD policy[8] and Charter School's operative charter, Charter School entered into a Memorandum of Understanding with LAUSD regarding the provision and funding of special education services with applicable law. A key term of this MOU is regarding the use of Welligent, as follows:

> "The Charter School will use forms that align to District standards to develop, maintain, and review assessment and IEPs and will enter accurate assessment and IEP data into the District's designated data system (Welligent) in accordance with LAUSD policies and procedures. The Charter School will maintain copies of assessments and IEP materials for District review. The Charter School will submit to the District all required reports, as needed, including but not limited to CALPADS, SSPT data at student level and Welligent IEPs, in a timely manner as necessary to comply with state law, federal special education laws and regulations."

On March 3, 2025, the District issued a Notice to Cure to APS for its failure to maintain mandated IEP timeline records and accurate service provision records in Welligent. (*See* Exhibit 3, NTC March 3, 2025). On April 4, 2025, APS requested an extension to complete entry of service minutes into Welligent. On May 9, 2025, the District provided APS with a follow-up letter requesting a timeline as to when it planned to update all Welligent records in accordance with applicable legal mandates. APS did not respond by the deadline of May 23, 2025, and has not submitted the requested information to the District, as of writing of this report. District's recent review of Welligent service tracking reports indicates that Charter School has not fully and completely updated its service tracking records, and as a result, the CSD is unable to verify whether Special Education services have been delivered to students in accordance to their IEPs.

Charter schools are required to adhere to all provisions of federal and state law related to students with disabilities including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004 (IDEA). Specifically, the IDEA sets forth an affirmative duty to provide an appropriate education to students with disabilities. Thus, charter schools must ensure students with disabilities are afforded a free appropriate public education (FAPE)[9], and as such, are expected to know their responsibilities under the law for special education students and how the school would provide or access special education programs and services. Consistent with applicable authorities and requirements, Charter School is/was expected to develop and implement systems to meet

[8] See LAUSD policy, pgs. 63-64.

[9] LEAs must comply both procedurally and substantively with the IDEA. (*N.B. v. Hellgate Elementary School Dist., ex rel. Bd. Of Directors, Missoula County, Mont*. (2008) 541 F.3d 1202, 1208 ["procedural inadequacies that result in the loss of educational opportunity…or that caused a deprivation of educational benefits, clearly result in the denial of a FAPE"].)

the legal requirements of all IEPs, which includes monitoring the provision of all services by monitoring data using Welligent reports.[10] To date, as shown below, Charter School has failed to develop and implement a system to ensure IEP compliance and maintain accurate and complete service provision records in Welligent.

On July 23, 2025, the District issued the NOAV to Charter School which identified continuing violations and concerns brought on by failed APS governance, specifically its failure to document the provision of special education services through Welligent. Among other things, the NOAV provided the facts and grounds to establish that Charter School continues to not address and fully resolve the Notice to Cure that was issued by the District on March 3, 2025. The NOAV requested that Charter School provide a plan to explain how it intended to update Welligent to accurately document the provision of special education service provided in the 2024-2025 academic year, and the steps Charter School would take to ensure that the provision of special education services, including IEP meetings and Welligent documentation, are performed within all required timelines.

In response to the NOAV, as noted above, Charter School submitted a plan to the District (that was adopted by Charter Schools' Governing Board in March 2025) purportedly intended to address how Charter School planned to maintain accurate and legally compliant assessment and IEP data collection in Welligent. However, based on the District's review of Welligent records in July 2025, Charter School failed (again) to enter the required data into Welligent, and as a result of such failure, the District was/is unable to verify whether Charter School was/is meeting its obligations to provide special education services to its Students with Disabilities. Thus, the historic and ongoing concerns in this area, and Charter School's actions or inactions may be resulting in the loss of educational opportunity for Students with Disabilities and/or depriving them of educational benefits; and the fact that over the last three years the Student with Disabilities student group has performed lower than the state on the California School Dashboard in both ELA and Math,[11] further provides evidence of APS's material implementation failure and significant deviations from an appropriate educational program.

Additionally, in January 2025, Charter School received a Notice of Noncompliance from the LAC Charter SELPA for failure to cure a prior notice, failure to notify the SELPA of owing compensatory time or a plan to make up services, and failure to register and attend required SELPA professional development trainings. As part of ongoing follow-up regarding the Notice of Noncompliance, CSD staff recently (September 9, 2025) reached out to LAC Charter SELPA to inquire about the status. At that time, LAC Charter SELPA staff confirmed that although Charter School has made some progress in some areas, the following salient issues remain:

[10] See LAUSD Policy, pg. 68.
[11] https://www.caschooldashboard.org/reports/19647330127936/2024

- Two of the three student cases remain unresolved, and IEP meetings are still required for those students.
-
- Review of IEP dates and student records, identified discrepancies in the data maintained by Charter School, whereby incorrect IEP dates had been entered, which in turn affected compliance.
- Record keeping in SEIS is not up to date. SEIS Service Tracking data on September 9, 2025, indicated that Charter School entered services for only nine of twenty-nine students into SEIS.

2. Charter School Leadership Turnover has Disrupted the Delivery of its the Educational Program.

Charter School's retention of faculty (such as school leadership and staff) has risen to the level of disrupting the delivery of its educational program. There has been inconsistency and frequent transition in the school's leadership (specifically in the "Superintendent of Instruction" position). The leadership turnover included the following:

Superintendent

- 2023-2024: Superintendent of Instruction (employee A) (left position in October 2023)
- Fall 2023-June 2024: Interim Superintendent (employee B) (for the remainder of the school year)
- July 2024 to Present: Superintendent of Instruction (employee A) returned to position, after serving as Special Education Quality Reviewer and Developer from December 2023

Special Education Department

- Fall 2023: Special Education Resource Specialist Lead (employee C) left position.
- December 2023- June 2024: Superintendent of Instruction (employee A) returns as Special Education Quality Reviewer and Developer.
- August 2024 to Present: Special Education Resource Specialist Lead (employee C) returns to position.

Head of Schools

- 2018-2019: Head of School One (in position for one year)
- 2019-2024: Head of School Two (in position for five years)
- 2024-2025: Head of School Three (in position for nine months)

- 2025-Present: Interim Head of School (in position since April 2025 to present)

In addition to the above, recent key leadership changes have included the following:

Chief Executive Officer

- 2025-2026: As of September 2025, Chief Executive Officer was suspended during the first 90 days of school while Charter Renewal is in process.

Board of Directors

- 2025-2026: New Board Chair as of September 2025

The above noted concerns with staff turnover and instability underscores Charter School's failure to pursue pupil outcomes identified in the charter, and has significantly impacted student learning and outcomes, as articulated further in these findings below and represents substantial concerns in Charter School's capacity to successfully implement the instructional program.

B. Petitioners are demonstrably unlikely to successfully implement the program set forth in the Renewal Petition. (Ed. Code § 47605(c)(2).) (Criterion 1)

In evaluating whether a petitioner is demonstrably unlikely to successfully implement[12] the program set forth in the renewal petition, the LAUSD Board assesses a variety of factors.[13] Based on the grounds and analyses set forth below, the Petitioners are demonstrably unlikely to successfully implement the program set forth in the Renewal Petition. (Ed. Code, § 47605(c)(2).)

1. Annual Performance-Based Oversight Over the Course of the Charter Term, Highlights Concerns with Charter School's Capacity to Implement the Program.

a. Failure to Meet Academic Benchmarks During the Charter Term Raises Concerns about Charter School's Capacity for Implementation

Charter School's capacity for implementation is assessed through the past performance including any applicable benchmarks that have been established.[14] Thus, Charter School's unmet benchmarks shown below raises concerns about Charter School's capacity for implementation. Charter School has three (3) benchmarks related to

[12] The policy for "demonstrably unlikely to successfully implement the program" includes factors and guidance promulgated by the State Board of Education. See Title 5 California Code of Regulations, section 11967.5.1.
[13] See LAUSD policy, pgs. 12-13.
[14] See LAUSD policy, pg. 29.

academics in its current term. The following summarizes the outcomes of each benchmark for each of the seven years (2018-2019 through 2024-2025) of the current charter term. (*See* Exhibit 4, RSM CAASPP data).

Note: Annual benchmark status updates are based on prior year(s) performance outcomes. For example, benchmarks that require performance level growth (as reported for the years in the tables below) are based on available data from the preceding two school years (e.g., 2019-2020 benchmark status is based on 2018 CA Dashboard data and 2019 CA Dashboard data). As CA Dashboard data is unavailable for the 2019-2020 and 2020-2021 school years due to statewide assessment disruptions caused by the COVID-19 pandemic, "No Update" is indicated for applicable benchmarks for 2020-2021 and 2021-2022.

> **Benchmark 1:** *Demonstrate growth of at least one performance level per academic year, as reported on the California School Dashboard, for* ***"English Learner" in ELA and Math*** *as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the "Green" performance level or higher.*

Term Years	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Benchmark 1 Demonstrate growth of at least one performance level per academic year, as reported on the California School Dashboard, for **"English Learner" in ELA and Math** as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the "*Green*" performance level or higher.							
"Demonstrate growth of at least one performance level per academic year, as reported on the California School Dashboard, for "English Learner" in ELA and Math"	No ELA (ELs) remained at Red Math (ELs) remained at Red	No ELA (ELs) remained at Red Math (ELs) remained at Red	Unable to assess due to suspension of 2020 CA Dashboard	Unable to assess due to no data available on 2021 CA Dashboard	Unable to assess due to no data on 2021 CA Dashboard Note: ELA (ELs) cell bar at Very Low Math (ELs) cell bar at Very Low	Yes ELA (ELs) moved from cell bar Very Low to Orange Math (ELs) moved from cell bar Very Low to Orange	No ELA (ELs) remained at Orange Math (ELs) remained at Orange
"at a rate equal or greater than the Resident and Similar Schools" (Based on Office of Data and Accountability)	Yes ELA Charter ELs = 4.5% RSM ELs = 1.0% Yes Math Charter ELs = 4.5% RSM ELs = 0.8%	Yes ELA Charter ELs = 3.1% RSM ELs = 1.5% No Math Charter ELs = 1.0% RSM ELs = 2.2%	Unable to assess due to suspension of CAASPP	Unable to assess due to suspension of CAASPP	Yes ELA Charter ELs = 2.4% RSM ELs = 1.1% No Math Charter ELs = 0.0% RSM ELs = 0.3%	Yes ELA Charter ELs = 7.2% RSM ELs = 0.0% No Math Charter ELs = 0.0% RSM ELs = 0.3%	Yes ELA Charter ELs = 3.6% RSM ELs = 1.4% No Math Charter ELs = 1.2% RSM ELs = 0.9%

Term Years	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Outcome for Overall Benchmark	**Not Met**	**Not Met**	**No Update**	**No Update**	**Not Met**	**Not Met**	**Not Met**

Benchmark 1 was not met for five years, and no update for two years due to the lack of available data.

Benchmark 2: *Demonstrate growth of at least one performance level per academic year, as reported on the California School Dashboard, for **"Students with Disabilities" in ELA and Math** as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the "Green" performance level or higher.*

Term Years	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Benchmark 2 Demonstrate growth of at least one performance level per academic year, as reported on the California School Dashboard, for **"Students with Disabilities" in ELA and Math** as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the "*Green*" performance level or higher.							
"Demonstrate growth of at least one performance level per academic year, as reported on the California School Dashboard, for "Students with Disabilities" in ELA and Math"	Unable to assess due to no performance color for SWD on the CA Dashboard	Unable to assess due to no performance color for SWD on the CA Dashboard	Unable to assess due to suspension of 2020 CA Dashboard	Unable to assess due to no data available on 2021 CA Dashboard	Unable to assess due to no data on 2021 CA Dashboard Note: ELA (SWD) cell bar at Very Low Math (SWD) cell bar at Very Low	Yes ELA (SWD) moved from cell bar at Very Low to Orange Math (SWD) moved from cell bar Very Low to Orange	No ELA (SWD) remained at Orange Math (SWD) declined to Red
"at a rate equal or greater than the Resident and Similar Schools" (Based on Office of Data and Accountability)	Yes ELA Charter SWD= 11.5% RSM SWD= 3.1% Yes Math Charter SWD= 7.7% RSM SWD= 2.4%	No ELA Charter SWD= 3.6% RSM SWD= 4.7% Yes Math Charter SWD= 3.6% RSM SWD= 3.1%	Unable to assess due to suspension of CAASPP	Unable to assess due to suspension of CAASPP	No ELA Charter SWD= 0.0% RSM SWD= 4.0% No Math Charter SWD= 0.0% RSM SWD= 2.3%	No ELA Charter SWD= 0.0% RSM SWD= 5.7% No Math Charter SWD= 0.0% RSM SWD= 2.5%	No ELA Charter SWD= 3.3% RSM SWD= 5.5% No Math Charter SWD= 0.0% RSM SWD= 4.4%
Outcome for Overall Benchmark	**Met**	**Not Met**	**No Update**	**No Update**	**Not Met**	**Not Met**	**Not Met**

Benchmark 2 was met in one year and was not met for four years. There was no update in 2020-2021 and 2021-2022 due to the lack of available data.

Benchmark 3: *Demonstrate growth of at least one performance level per academic year, as reported on the California School Dashboard, in Mathematics, school wide academic performance as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the "Green" performance level or higher.*

Term Years	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Benchmark 3 Demonstrate growth of at least one performance level per academic year, as reported on the California School Dashboard, in Mathematics, school wide academic performance as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the "Green" performance level or higher.							
"Demonstrate growth of at least one performance level per academic year, as reported on the California School Dashboard, in Mathematics, school wide academic performance"	Yes Math (All Students) grew from Red to Orange	No Math (All Students) declined from Orange to Red	Unable to assess due to suspension of 2020 CA Dashboard	Unable to assess due to no data available on 2021 CA Dashboard	Unable to assess due to no data on 2021 CA Dashboard. Note: Math (All Students) cell bar at Very Low	Yes Math (All Students) moved from cell bar Very Low to Orange	No Math (All Students) remained at Orange
"at a rate equal or greater than the Resident and Similar Schools" (Based on Office of Data and Accountability)	No Math Charter (All Students) = 14.2% RSM = 18.6%	No Math Charter (All Students) = 9.3% RSM = 21.2%	Unable to assess due to suspension of CAASPP	Unable to assess due to suspension of CAASPP	No Math Charter (All Students) = 6.3% RSM = 16.0%	No Math Charter (All Students) = 5.9% RSM = 18.2%	No Math Charter (All Students) = 7.8% RSM = 20.2%
Outcome for Overall Benchmark	**Not Met**	**Not Met**	**No Update**	**No Update**	**Not Met**	**Not Met**	**Not Met**

Benchmark 3 was not met for five years, and there was no update for two years due to the lack of available data.

b. Annual Performance-Based Oversight Demonstrates Inadequate Performance

Pursuant to the District's statutory oversight obligations, the District assesses a charter school's performance across four categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Each area is rated using a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*, based on the evidence collected during the annual performance oversight visits.

As reflected below, Charter School's Governance rating declined from 3 (*Proficient*) in 2023-2024 to 1 (*Unsatisfactory*) in 2024-2025. Charter School received the

Unsatisfactory rating in Governance due to unresolved concerns related to nonuse of Welligent, the lack of timely response to authorizer, and an unresolved Notice to Cure. Academic ratings have been consistently low with multiple years at 1 (*Unsatisfactory*) and 2 (*Developing*), with Charter School never reaching a strong level of academic performance. The low scores represent various factors, such as Low performing designation by the California Department of Education, the average of academic indicators (Charter School was lower than the state average for ELA and Math for All Students and for the majority of numerically significant student groups for the last three years). Additionally, Charter School's Chronic Absenteeism rate was higher than the state average for all years of the charter term.

Charter School's oversight record, especially in the area of academics, represents a historical pattern of inadequate student academic performance.

OVERSIGHT REPORT RATINGS FOR THE TERM

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Governance	2	3	3	3	3	3	1
Student Achievement and Educational Performance	3	1	1	No Rating	2	2	2

c. History of the District's Tiered Intervention with Charter School

Throughout the charter term, the District has engaged in multiple tiered intervention, such as issuing various compliance notices to Charter School including the NOAV, pursuant to applicable legal and District policy requirements. The noncompliance notices issued to Charter School were to address numerous areas of concern regarding its governance practices, fiscal issues, and operations as noted below. This record raises concerns.

- Communications to Charter School regarding areas of noncompliance:
  - 01/28/20, Notice to Cure (NTC) re: Four Audit Findings
  - 03/01/21, NTC re: Recurring Deficiencies in Cited in the Independent Auditor's Report
  - 09/30/21, NOC re: Incomplete LCAP
  - 02/25/22, NTC re: Expired Temporary Certificate of Occupancy
  - 10/23/24, NTC re: California Statewide Assignment Accountability System (CALSAAS) Noncompliance in Responding to Undetermined Items within State's Deadline.
  - 05/28/25, NOC re: Weak and Deteriorating Fiscal Condition

- Communications to Charter School regarding areas of ongoing noncompliance Charter School has yet to fully cure and/or address:
  - 09/29/21, Notice of Concern (NOC), Required Use of Welligent (temporarily addressed)

- 03/03/25, NTC re: Mandated Record Keeping in Welligent
- 07/23/25, Notice of Alleged Violations (NOAV) re: Inaccurate Compliance Information Regarding Special Education (e.g., services, service tracking and use of Welligent)

The District has concerns regarding the demonstrated lack of capacity and accountability demonstrated by the Charter School Board and administration in ensuring compliance with all applicable authorities and requirements. For instance, APS has failed to monitor and adhere to such requirements over the course of this charter term as evidenced by the multiple notices issued by the District, addressing major compliance areas, including but not limited to, special education data compliance. In all, these facts amount to significant errors in judgment on the part of the Charter School Board and raise concerns about said members' effectiveness in governing a sound, legally compliant public school.

d. Low Academic Performance on the California School Dashboard as Compared to the State

Charter School's Distance from Standard (DFS) on the California School Dashboard has been lower than the state in both English Language Arts and Math for every reportable year of the charter term. (*See* Exhibit 5, DFS Data Set).

As indicated in the tables below, Charter School's data demonstrates that the instructional program, as implemented, has failed to yield the level of academic outcomes expected for pupils.

ELA California School Dashboard			
Year	**PREPA TEC DFS**	**State DFS**	**School Compared to State**
2018-2019	-65.9	-2.5	Lower
2019-2020[15]	Not Available	Not Available	Not Available
2020-2021[16]	Not Available	Not Available	Not Available
2021-2022	-87.0	-12.2	Lower
2022-2023	-61.3	-13.6	Lower
2023-2024	-58.7	-13.2	Lower

Math California School Dashboard			
Year	**PREPA TEC DFS**	**State DFS**	**School Compared to State**
2018-2019	-121.9	-33.5	Lower
2019-2020[17]	Not Available	Not Available	Not Available
2020-2021[18]	Not Available	Not Available	Not Available
2021-2022	-138.0	-51.7	Lower
2022-2023	-134.9	-49.1	Lower
2023-2024	-131.7	-47.6	Lower

[15] No assessment data was available due to the statewide suspension of standardized testing during the COVID-19 pandemic.
[16] (See Id.)
[17] (See Id.)
[18] (See Id.)

Taken together, the above (subparagraphs (a)-(d)) demonstrates a sustained pattern of educational deficiencies, compliance gaps, and operational weaknesses despite ongoing technical support and opportunities to remedy deficiencies. These findings support the conclusion that Charter School has not consistently demonstrated the educational, organizational and governance capacity to successfully fully implement its program.

IV. RECOMMENDATION

Based on the foregoing, District staff recommends that the LAUSD Board deny Charter School's Renewal Petition. The recommendation for denial is based on findings that Petitioners are demonstrably unlikely to successfully implement the program set forth in the Renewal Petition due to substantial governance factors; and the Petitioners are demonstrably unlikely to successfully implement the educational program set forth in the Renewal Petition

In order to deny the Renewal Petition on the grounds set forth above, the LAUSD Board must make written findings setting forth specific facts to support the denial of the renewal petition. (Ed. Code, § 47605(c); and Ed. Code, § 47607(e).) Should the LAUSD Board decide to deny renewal of the Charter School's charter, District staff recommends that the Board adopt these *Findings of Fact in Support of Denial of the Renewal Charter Petition for PREPA TEC- Los Angeles* as the Board's written findings of fact in support of the denial.

Exhibits available for perusal at the following link:
https://drive.google.com/drive/folders/1OWLRGSrHGYaxxoQwivxRj4I3n1toP1Jp?usp=sharing

TAB 26

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: 013-25/26, **Version:** 1 **Agenda Date:** 11/17/2025
In Control: Charter Schools Division

7 Charter Petitions for Public Hearing
Charter Schools Division

N.E.W. Academy of Science and Arts (Board District 2, Region East, Middle Performing) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 450 students (current enrollment 419) in grades TK-5 beginning its next term in the 2026-2027 school year, with a proposed location of 379 S. Loma Dr., Los Angeles, CA 90017.

New Horizons Charter Academy (Board District 3, Region North, Middle Performing) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 300 students (current enrollment 141) in grades TK-8 beginning its next term in the 2026-2027 school year, with a proposed location of 14701 Friar St. Van Nuys, CA 91411.

N.E.W. Academy Canoga Park (Board District 3, Region North, Middle Performing) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 520 students (current enrollment 395) in grades TK-5 beginning its next term in the 2026-2027 school year, with a proposed location of 21425 Cohasset St., Canoga Park, CA 91303.

Goethe International Charter (Board District 4, Region West, High Performing) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 775 students (current enrollment 473) in grades TK-8 beginning its next term in the 2026-2027 school year, with a proposed location of 12500 Braddock Dr., Los Angeles, CA 90066 (Proposition 39 site).

Aspire Titan Academy (Board District 5, Region East, Middle Performing) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 330 students (current enrollment 332) in grades TK-5 beginning its next term in the 2026-2027 school year, with a proposed location of 6720 S. Alameda St., Huntington Park, CA 90255.

New Millennium Secondary (Board District 7, Region South, Middle Performing) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 225 students (current enrollment 110) in grades 9-12 beginning its next term in the 2026-2027 school year, with a proposed location of 1301 W. 182nd St. Gardena, CA 90248 (Proposition 39 site).

Port of Los Angeles High (Board District 7, Region South, High Performing) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 1,000 students (current enrollment 916) in grades 9-12 beginning its next term in the 2026-2027 school year, with a proposed location of 250 W. 5th St., San Pedro, CA 90731.