



Board of Education Report

File #: Rep-338-25/26, **Version:** 1
In Control: Charter Schools Division

Agenda Date: 3/10/2026

Approval of the Renewal Petition for Aspire Junior Collegiate Academy [PUBLIC HEARING] Charter Schools Division

Brief Description:

(Approval of the Renewal Petition for Aspire Junior Collegiate Academy) Recommends approval of the renewal petition for Aspire Junior Collegiate Academy, a Middle performing, 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 330 students in grades TK-5 in each year of the charter term.

Action Proposed:

Approve the renewal petition for Aspire Junior Collegiate Academy (“Charter School”), a Middle performing, 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 330 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:

Aspire Junior Collegiate Academy is a TK-5 school currently serving 314 students on a private facility at 6724 S. Alameda Street, Huntington Park, CA, 90255 in Board District 5 and Region East. Aspire Junior Collegiate Academy 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 330 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 Aspire Junior Collegiate Academy expires June 30, 2026.

On December 10, 2025, Aspire Junior Collegiate 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 March 10, 2026.

An initial Public Hearing was held on January 27, 2026.

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 Aspire Junior Collegiate 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. 338, 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.

Equity Impact:

Not applicable

Issues and Analysis:

If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda 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- Aspire Junior Collegiate Academy Data Set
- Attachment C- Aspire Junior Collegiate Academy RSM Data
- Attachment D- Desegregation Impact Statement

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

https://drive.google.com/drive/folders/1PxhoIrnPYRQXpvL_nR7B_S_Ph8ZRDOM3?usp=sharing

Submitted:

02/12/26

RESPECTFULLY SUBMITTED,

APPROVED BY:

ALBERTO M. CARVALHO
Superintendent

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

APPROVED & PRESENTED BY:

DEVORA NAVERA REED
General Counsel

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Division of Data, Strategy, and Innovation

___ Approved as to form.

REVIEWED BY:

APPROVED & PRESENTED BY:

KURT E. JOHN
Deputy Chief Financial Officer

MARLA WILLMOTT
Director
Charter Schools Division

___ Approved as to budget impact statement.

ATTACHMENT A
STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 337-25/26
 March 10, 2026

School Name:	Aspire Junior Collegiate Academy			BOARD IS REQUIRED TO TAKE ACTION BY: March 10, 2026
Type of Charter School:	Start-Up Independent Charter School			
Charter Operator	Aspire Public Schools			
Location Code:	2266			
Type of Site(s):	Private			
Site Address(es):	6724 S. Alameda Street, Huntington Park, CA 90255			
Board District(s):	5	Region(s):	East	
Grade Levels Served:	TK-5	Current Enrollment:	314	
Grade Levels Authorized in Current Charter:	TK-5	Approved Enrollment in Current Charter:	330	
CONSIDERATION:	Renewal			
CDE PERFORMANCE CATEGORY: (PER CDE'S 2026 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 Aspire Junior Collegiate Academy (“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 330 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

	Aspire Junior Collegiate Academy
Initial Authorization:	On January 15, 2013, Aspire Junior Collegiate Academy was authorized by the LAUSD Board of Education to serve 296 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 330 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 Aspire Junior Collegiate Academy expires June 30, 2026.

	Aspire Junior Collegiate Academy
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	<p>On November 7, 2017, as part of the school’s most recent renewal, the LAUSD Board of Education issued the following academic benchmarks to Aspire Junior Collegiate Academy:</p> <ol style="list-style-type: none"> 1. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for “Students with Disabilities” in <i>ELA</i> as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the “Green” performance level or higher. 2. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for “English Learners” in <i>ELA</i> and <i>Math</i> 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. <p>Please see the “Additional Information” section below.</p>
Submission of Renewal Petition Application:	Aspire Junior Collegiate Academy submitted its renewal petition application on December 10, 2025. The 90-day statutory timeline for Board action on the petition runs through March 10, 2026.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Aspire Junior Collegiate Academy implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Aspire Junior Collegiate Academy participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Aspire Junior Collegiate Academy is operated by Aspire Public Schools (“Aspire”), a California nonprofit public benefit corporation that also operates eight other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Aspire Junior Collegiate 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.

Overall, Charter School’s Dashboard performance was higher than the state in Math and Science, but lower in ELA and on the English Language Progress Indicator (ELPI). Further analysis in ELA demonstrated higher outcomes for the charter school when compared to Resident Schools.

Please see the Aspire Junior Collegiate Academy data sets.

b. Measurements of Academic Performance on the California School Dashboard

The California School Dashboard displays performance for eight state measures. The Performance Level, or color, is based on two factors. The current year data for the measure (Status) and the difference between current year and prior year data (Change). The point at which these two levels intersect on the five-by-five table determines the color. From highest to lowest, the Performance Levels are Blue, Green, Yellow, Orange, and Red. Below, the 2023, 2024, and 2025, Dashboard Performance Levels (colors) are provided.

Aspire Junior Collegiate Academy Dashboard Indicators

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2022-2023	Yellow	Orange	Not Applicable	Orange	Not Applicable	Red	Not Applicable	Blue
2023-2024	Orange	Yellow	No Performance Color	Orange	Not Applicable	Yellow	Not Applicable	Blue
2024-2025	Yellow	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 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 the three 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. In 2025 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.

In order to increase student outcomes in ELA, charter school leaders report working with the Aspire Regional office to support in developing and delivering multiple co-teaching professional developments, training the SPED Instructional Aides, utilizing multiple supplemental online programs to support English Learners, intensive teacher coaching to improve instruction, and ongoing review of data to inform supports and monitor growth of students.

Aspire Junior Collegiate 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	-43.4	4.9	Orange	-13.6	Lower
Latino	Met	Yellow	-42.8	4.7	Orange	-40.2	Lower
English Learner	Met	Orange	-61.1	-4.5	Orange	-67.7	Higher
Socioeconomically Disadvantaged	Met	Yellow	-41.6	6.8	Orange	-42.6	Higher

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

Aspire Junior Collegiate Academy - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Orange	-46.8	-3.5	Orange	-13.2	Lower
Latino	Met	Orange	-46.5	-3.7	Orange	-39.3	Lower
English Learner	Met	Red	-71.9	-10.8	Orange	-67.6	Lower
Socioeconomically Disadvantaged	Met	Orange	-49.9	-8.3	Orange	-40.9	Lower

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

Aspire Junior Collegiate Academy - English Language Arts Indicator - 2024-2025

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	-37.1	9.7	Yellow	-8.1	Lower
Latino	Met	Yellow	-38.3	8.1	Yellow	-33.7	Lower
English Learner	Met	Yellow	-53.0	18.9	Yellow	-59.9	Higher
Socioeconomically Disadvantaged	Met	Yellow	-38.0	11.9	Yellow	-35.3	Lower

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

d. Math Indicator

In 2023 in Math, the charter school’s DFS was lower than the state for All Students, and higher than the state for two of three numerically significant student groups. In 2024 and 2025 in Math, 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.

Aspire Junior Collegiate Academy - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Orange	-79.4	-11.7	Orange	-49.1	Lower
Latino	Met	Orange	-78.0	-11.2	Orange	-80.8	Higher
English Learner	Met	Orange	-93.9	-21.4	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Orange	-79.8	-12.4	Yellow	-80.8	Higher

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

Aspire Junior Collegiate 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	-65.7	13.7	Orange	-47.6	Lower
Latino	Met	Yellow	-65.3	12.7	Orange	-79.2	Higher
English Learner	Met	Yellow	-76.4	17.5	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Yellow	-68.0	11.9	Orange	-78.2	Higher

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

Aspire Junior Collegiate Academy - Math Indicator - 2024-2025

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Yellow	-57.6	8.1	Yellow	-42.4	Lower
Latino	Met	Yellow	-58.8	6.5	Yellow	-73.6	Higher
English Learner	Met	Yellow	-68.7	7.7	Yellow	-86.1	Higher
Socioeconomically Disadvantaged	Met	Yellow	-58.6	9.4	Yellow	-72.9	Higher

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

e. Science Indicator

In 2024 and 2025 in Science, the charter school’s Science Points (SPs) were lower than the state for All Students, and higher than the state for both numerically significant student groups.

Aspire Junior Collegiate Academy - Science Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Science Points	Charter Change	State Color	State Science Points	Charter to State Comparison
All Students	Met	No Performance Color	49.1	-0.4	No Performance Color	51.2	Lower
Latino	Met	No Performance Color	49.2	-0.5	No Performance Color	45.4	Higher
Socioeconomically Disadvantaged	Met	No Performance Color	48.8	-0.2	No Performance Color	45.6	Higher

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

Aspire Junior Collegiate Academy - Science Indicator - 2024-2025

Student Group	Charter Participation Rate	Charter Color	Science Points	Charter Change	State Color	State Science Points	Charter to State Comparison
All Students	Met	Yellow	48.7	-0.4	Yellow	52.6	Lower
Latino	Met	Yellow	48.7	-0.5	Yellow	47.1	Higher
Socioeconomically Disadvantaged	Met	Yellow	48.7	-0.2	Yellow	47.1	Higher

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

f. English Learner Progress Indicator

In 2023 and 2024 on the English Learner Progress Indicator (ELPI), the charter school’s English Learner Progress Rates were lower than the state. In 2025 on the ELPI, the charter school’s English Learner Progress Rate was higher than the state’s rates.

Aspire Junior Collegiate 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	43.6%	-7.6	Yellow	48.7%	Lower

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

Aspire Junior Collegiate Academy - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Orange	38.8%	-4.8	Orange	45.7%	Lower

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

Aspire Junior Collegiate Academy - English Learner Progress Indicator - 2024-2025

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	48.9%	10.1	Yellow	46.4%	Higher

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

g. College/Career Indicator

Not applicable

h. Chronic Absenteeism Indicator

In 2023, 2024, and 2025 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.

i. Graduation Indicator [HS only]

Not applicable

j. Suspension Rate Indicator

In 2023, 2024, and 2025 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.

k. 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, 2024 and 2025.

l. Additional Information

As noted above, Aspire Junior Collegiate Academy has two (2) academic 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 “Students with Disabilities” in ELA as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the “Green” performance level or higher.*

Benchmark 1: Students with Disabilities in ELA							
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Not Met	Not Met	No Update	No Update	Met	Met	Met	Not Met

Benchmark 1 was met three years (2022-2023, 2023-2024, and 2024-2025), not met three years (2018-2019, 2019-2020, and 2025-2026), and had no update for two years (2020-2021 and 2021-2022) due to lack of available data.

Benchmark 2: *The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for “English Learners” in ELA 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.*

Benchmark 2: English Learners in ELA and Math							
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Not Met	Not Met	No Update	No Update	Met	Not Met	Not Met	Not Met

Benchmark 2 was met one year (2022-2023), not met five years (2018-2019, 2019-2020, 2023-2024, 2024-2025, and 2025-2026) and had no update for two years (2020-2021 and 2021-2022) 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 Aspire Junior Collegiate Academy outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

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

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	<i>Developing</i>
2024-2025	<i>Developing</i>
Concerns	The ratings of <i>Developing</i> in 2023-2024 and 2024-2025 were due to an average of applicable indicators underperforming the state.

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2023-2024	<i>Developing</i>
2024-2025	<i>Proficient</i>
Concerns	The rating of <i>Developing</i> in 2023-2024 was a result of a teacher not holding a valid EL authorization for the full school year.

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	<i>Developing</i>
2024-2025	<i>Developing</i>
Concerns	<p>The rating of <i>Developing</i> in 2023-2024 was primarily due to a repeat audit finding related to the After School and Education Safety Program disclosed in Aspire Public Schools' 2022-2023 independent audit report, as well as a recurring issue involving the reversal of checks identified by the CSD during its review of Aspire's bank statements in the oversight process. During the 2024-2025 oversight review, the recurring issue was addressed and significantly improved, and the corrective action related to the audit finding was implemented per Aspire's 2023-2024 independent audit report.</p> <p>The rating of <i>Developing</i> in 2024-2025 was primarily due to two (2) material weaknesses identified in Aspire's 2023-2024 independent audit report, both concerning internal controls over financial reporting. Aspire's 2024-2025 independent audit report indicates that these two audit findings did not recur, as corrective actions were implemented.</p>

VI. 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, staff determined that the school's performance in ELA requires further review.

Based on the charter school's performance on California School Dashboard, Staff conducted a further analysis of ELA in comparison to the Resident Schools Median (RSM).¹ As indicated in the tables below, when comparing the school to the RSM, Aspire Junior Collegiate Academy's data indicates that its student performance on California School Dashboard in 2023 was higher than the RSM for All Students and for all numerically significant student groups in ELA. In 2024 in ELA, student performance was lower than the RSM for All Students and all numerically significant groups. In 2025 in ELA, student performance was lower than the RSM for All Students and higher for two of three numerically significant groups.

¹ 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

Aspire Junior Collegiate 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)	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	Yellow	-43.4	2,609	Yellow	-54.1	Higher
Latino	153	Yellow	-42.8	2,423	Orange	-57.1	Higher
English Learner	76	Orange	-61.1	1,086	Orange	-80.3	Higher
Socioeconomically Disadvantaged	147	Yellow	-41.6	2,439	Orange	-58.9	Higher

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

Aspire Junior Collegiate 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)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	161	Orange	-46.8	2,535	Orange	-43.7	Lower
Latino	158	Orange	-46.5	2,374	Orange	-43.6	Lower
English Learner	77	Red	-71.9	1,112	Orange	-65.2	Lower
Socioeconomically Disadvantaged	148	Orange	-49.9	2,423	Orange	-47.3	Lower

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

Aspire Junior Collegiate Academy 2024-2025 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	165	Yellow	-37.1	2,407	Yellow	-36.2	Lower
Latino	161	Yellow	-38.3	2,259	Yellow	-36.0	Lower
English Learner	79	Yellow	-53.0	1,080	Orange	-59.5	Higher
Socioeconomically Disadvantaged	162	Yellow	-38.0	2,315	Yellow	-38.5	Higher

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

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Aspire Junior Collegiate Academy’s fiscal condition is positive.

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (First Interim)
Net Assets	\$2,922,178	\$4,255,254	\$4,547,031	\$4,328,574	\$4,627,351
Net Income/Loss	\$445,526	\$1,333,076	\$291,777	(\$218,457) ¹	\$298,777
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Norm Enrollment	329	325	322	327	314

¹ According to Aspire Public Schools, the net loss reported for Fiscal Year (FY) 2024-2025 was primarily due to the use of one-time funds received in FY 2022-2023.

b. 2024-2025 Independent Audit Report

Audit Opinion: Unmodified/Unqualified

Material Weaknesses: None Reported

Deficiencies/Findings: Yes. See the description below.

Lack of a Going Concern: None Reported

Aspire’s 2024-2025 independent audit report notes two (2) State Compliance-related findings pertaining to two (2) Aspire charter schools not authorized by LAUSD.

c. Other Significant Fiscal Information

The financial condition of the charter operator is summarized in the table below.

Aspire Public Schools					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		<u>Including</u> related parties and charter schools		<u>Excluding</u> related parties and charter schools	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
36	9	\$110,530,851	(\$18,896,687) ²	(\$15,514,248) ²	(\$2,712,267) ²

Aside from Aspire Junior Collegiate Academy, Aspire Public Schools operates eight (8) other LAUSD-authorized schools: Aspire Centennial College Preparatory Academy, Aspire Firestone Academy, Aspire Gateway Academy Charter, Aspire Inskip Academy Charter, Aspire Juanita Tate Academy Charter, Aspire Pacific Academy, Aspire Slauson Academy Charter, and Aspire Titan Academy. Aspire Public Schools operates 27

additional California schools authorized by various school districts and one (1) county of education office.

² Notwithstanding the reported net loss of approximately \$19.0M (including related parties and charter schools) or \$2.7M (excluding them), much of the Aspire organization's overall net loss and negative net assets was attributable to timing differences in recognizing one-time revenues and non-cash depreciation expenses, and accounting treatment of pass-through funds. The \$18.9M net loss also includes losses of approximately \$11.8 million incurred by all Aspire charter schools for FY 2024-2025. The LA Regional Office, which directly supports 11 Aspire charter schools in the Los Angeles area, including nine (9) LAUSD-authorized Aspire schools, reported a net loss of (\$1,572,249) due to the use of prior-year recognized revenues and expanded regional programmatic and academic supports, while maintaining positive net assets of \$1,074,151. Further, all nine (9) LAUSD-authorized Aspire charter schools reported positive net asset balances and met or exceeded the recommended financial ratio thresholds by the CSD as of June 30, 2025. As summarized in the table above, the overall Aspire organization reported positive net assets of approximately \$110.5M as of June 30, 2025.

Aspire Junior Collegiate Academy

Board District: 5 | Region: East | Location Code: 2266

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																									
Student Group	Dashboard 2023							Dashboard 2024							Dashboard 2025										
	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	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	
All Students	100%	158	-43.4	4.9	Increased	Yellow	-13.6	Lower	100%	161	-46.8	-3.5	Declined	Orange	-13.2	Lower	100%	165	-37.1	9.7	Increased	Yellow	-8.1	Lower	
English Learner	100%	76	-61.1	-4.5	Declined	Orange	-67.7	Higher	100%	77	-71.9	-10.8	Declined	Red	-67.6	Lower	100%	79	-53.0	18.9	Increased Significantly	Yellow	-59.9	Higher	
Latino	100%	153	-42.8	4.7	Increased	Yellow	-40.2	Lower	100%	158	-46.5	-3.7	Declined	Orange	-39.3	Lower	100%	161	-38.3	8.1	Increased	Yellow	-33.7	Lower	
Socioeconomically Disadvantaged	100%	147	-41.6	6.8	Increased	Yellow	-42.6	Higher	100%	148	-49.9	-8.3	Declined	Orange	-40.9	Lower	100%	162	-38.0	11.9	Increased	Yellow	-35.3	Lower	
Students with Disabilities	100%	25	-82.3	-7.4	Declined	--	-96.3	--	100%	21	-101.0	-18.8	Declined Significantly	--	-95.6	--	100%	25	-109.5	-8.4	Declined	--	-89.4	--	

Data Sources: California School Dashboard Research data files.

Aspire Junior Collegiate Academy

Board District: 5 | Region: East | Location Code: 2266

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																									
Student Group	Dashboard 2023								Dashboard 2024								Dashboard 2025								
	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	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	
All Students	100%	158	-79.4	-11.7	Declined	Orange	-49.1	Lower	100%	161	-65.7	13.7	Increased	Yellow	-47.6	Lower	100%	165	-57.6	8.1	Increased	Yellow	-42.4	Lower	
English Learner	100%	76	-93.9	-21.4	Declined Significantly	Orange	-93.4	Lower	100%	77	-76.4	17.5	Increased Significantly	Yellow	-93.4	Higher	100%	79	-68.7	7.7	Increased	Yellow	-86.1	Higher	
Latino	100%	153	-78.0	-11.2	Declined	Orange	-80.8	Higher	100%	158	-65.3	12.7	Increased	Yellow	-79.2	Higher	100%	161	-58.8	6.5	Increased	Yellow	-73.6	Higher	
Socioeconomically Disadvantaged	100%	147	-79.8	-12.4	Declined	Orange	-80.8	Higher	100%	148	-68.0	11.9	Increased	Yellow	-78.2	Higher	100%	162	-58.6	9.4	Increased	Yellow	-72.9	Higher	
Students with Disabilities	100%	25	-127.1	-18.0	Declined Significantly	--	-127.3	--	100%	21	-136.1	-9.0	Declined	--	-124.3	--	100%	25	-118.3	17.8	Increased Significantly	--	-120.7	--	

Data Sources: California School Dashboard Research data files.

Aspire Junior Collegiate Academy

Board District: 5 | Region: East | Location Code: 2266

CA School Dashboard: Academic Performance - Science

This report shows the performance levels for the Science Indicator for all student groups in grades 5, 8, and once during high school. It also shows the participation rate, number of students tested, science points (status), and performance level (color) for the 2025 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 Science Indicator is calculated using two components: Science Points (SPs) and participation rate. The California State Board of Education (SBE) adopted a participation rate requirement within the Science Indicator to require LEAs, schools, and student groups to test at least 95 percent of their students. If they fail to meet this target, a Lowest Obtainable Scale Score (LOSS) is assigned to each student needed to bring the participation rate of the LEAs, schools 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 average SPs. If an LEA, school, and/or student group participation rate is 95 percent or above, assigned LOSS is not applied. 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.

Science (Grades 5,8 and Once in HS) Academic Indicator - CA School Dashboard Indicator														
Student Group	Dashboard 2024						Dashboard 2025							
	Part. Rate	Students w/ Scores	Science Points	Color	State Science Points	School vs State	Part. Rate	Students w/ Scores	Science Points	Change	Change Level	Color	State Science Points	School vs State
All Students	100%	53	49.1	--	51.2	Lower	100%	55	48.7	-0.4	Maintained	Yellow	52.6	Lower
English Learner	100%	26	44.9	--	39.0	--	100%	27	43.1	-1.7	Maintained	--	41.1	--
Latino	100%	52	49.2	--	45.4	Higher	100%	55	48.7	-0.5	Maintained	Yellow	47.1	Higher
Socioeconomically Disadvantaged	100%	49	48.8	--	45.6	Higher	100%	55	48.7	-0.2	Maintained	Yellow	47.1	Higher

Data Sources: California School Dashboard Research data files.

Aspire Junior Collegiate Academy

Board District: 5 | Region: East | Location Code: 2266

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																					
Student Group	Dashboard 2023							Dashboard 2024							Dashboard 2025						
	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State
English Learner	94	43.6%	-7.6	Declined	Orange	48.7%	Lower	103	38.8%	-4.8	Declined	Orange	45.7%	Lower	92	48.9%	10.1	Increased Significantly	Green	46.4%	Higher

Student English Language Acquisition Results Summative ELPAC									
End Year	Student Group	School				State of California			
		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
2023	EL	43.6%	0%	35.1%	21.3%	45.7%	2.3%	32.2%	18.3%
2024	EL	38.8%	0%	38.8%	22.3%	43.2%	1.9%	34.4%	19.1%
2025	EL	48.9%	0%	34.8%	16.3%	44.6%	1.3%	35.5%	17.2%

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									
End Year	Student Group	School				State of California			
		Students Tested During Testing Window	Students Enrolled During Testing Window	Participation Rate	Participation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Participation Rate	Participation Rate Greater Than 95%
2023	EL	115	115	100.0%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	--	--	--	--	193,182	202,530	95.4%	Y
2024	EL	139	140	99.3%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	--	--	--	--	182,603	190,459	95.9%	Y
2025	EL	118	118	100.0%	Y	947,393	963,338	98.3%	Y
2025	LTEL	--	--	--	--	175,106	181,495	96.5%	Y

Aspire Junior Collegiate Academy

Board District: 5 | Region: East | Location Code: 2266

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																					
Student Group	Dashboard 2023							Dashboard 2024							Dashboard 2025						
	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	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	331	46.5%	2.2	Increased	Red	24.3%	Higher	333	25.2%	-21.3	Declined Significantly	Yellow	18.6%	Higher	335	22.1%	-3.1	Declined Significantly	Yellow	17.1%	Higher
English Learner	127	44.1%	1.4	Increased	Red	26.3%	Higher	144	21.5%	-22.6	Declined	Orange	20.1%	Higher	122	22.1%	0.6	Increased	Red	18.1%	Higher
Latino	318	45.9%	2.2	Increased	Red	28.4%	Higher	320	25.0%	-20.9	Declined Significantly	Yellow	21.7%	Higher	318	22.0%	-3.0	Declined Significantly	Yellow	20.1%	Higher
Socioeconomically Disadvantaged	293	45.4%	2.0	Increased	Red	29.9%	Higher	300	25.0%	-20.4	Declined Significantly	Yellow	23.4%	Higher	320	22.2%	-2.8	Declined	Orange	21.7%	Higher
Students with Disabilities	40	52.5%	-2.3	Declined	Orange	33.1%	Higher	47	27.7%	-24.8	Declined	Orange	26.3%	Higher	59	27.1%	-0.5	Declined	Orange	24.9%	Higher
Two or More	10	*	*	*	*	21.6%	*	12	33.3%	--	--	--	16.2%	--	16	25.0%	-8.3	Declined	--	14.9%	--

Data Sources: California School Dashboard Research data files.

Aspire Junior Collegiate Academy

Board District: 5 | Region: East | Location Code: 2266

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																					
Student Group	Dashboard 2023							Dashboard 2024							Dashboard 2025						
	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	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State
All Students	339	0.0%	0.0	Maintained	Blue	3.5%	Lower	339	0.0%	0.0	Maintained	Blue	3.2%	Lower	337	0.0%	0.0	Maintained	Blue	2.9%	Lower
English Learner	132	0.0%	0.0	Maintained	Blue	3.7%	Lower	145	0.0%	0.0	Maintained	Blue	3.4%	Lower	122	0.0%	0.0	Maintained	Blue	3.2%	Lower
Latino	326	0.0%	0.0	Maintained	Blue	3.8%	Lower	325	0.0%	0.0	Maintained	Blue	3.4%	Lower	320	0.0%	0.0	Maintained	Blue	3.0%	Lower
Socioeconomically Disadvantaged	300	0.0%	0.0	Maintained	Blue	4.5%	Lower	305	0.0%	0.0	Maintained	Blue	4.0%	Lower	322	0.0%	0.0	Maintained	Blue	3.6%	Lower
Students with Disabilities	42	0.0%	0.0	Maintained	Blue	5.9%	Lower	49	0.0%	0.0	Maintained	Blue	5.4%	Lower	59	0.0%	0.0	Maintained	Blue	5.0%	Lower
Two or More	10	*	*	*	*	3.3%	*	13	0.0%	--	--	--	3.0%	--	16	0.0%	0.0	Maintained	--	2.8%	--

Data Sources: California School Dashboard Research data files.

Aspire Junior Collegiate Academy

Board District: 5 | Region: East | Location Code: 2266

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						
Student Group	2023-2024			2024-2025		
	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	322	529,902	5,837,690	327	516,685	5,806,221
F/R Meal	89.4%	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	42.9%	20.1%	18.4%	36.7%	18.6%	17.4%
Foster Youth	0.6%	0.6%	0.5%	0.6%	0.5%	0.5%
Homeless Youth	1.2%	2.1%	3.6%	1.8%	2.7%	4.0%
Socioeconomically Disadvantaged	89.8%	81.3%	62.7%	95.1%	82.4%	63.6%
Students w/ Disabilities	11.8%	14.8%	13.7%	15.3%	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%	0.3%	0.1%	0.4%
Asian	0.0%	3.4%	9.9%	0.0%	3.3%	10.1%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%
Latino	96.3%	73.8%	56.1%	95.4%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	0.3%	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	3.4%	1.8%	1.1%	4.3%	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>

Aspire Junior Collegiate Academy

Board District: 5 | Region: East | Location Code: 2266

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	29	18.2%	17,295	7.1%	144,189	7.1%	36	20.6%	15,717	6.7%	136,188	6.8%	29	18.6%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	75	47.2%	60,457	24.7%	505,486	24.8%	85	48.6%	60,574	25.7%	519,651	26.0%	74	47.4%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	11	6.9%	18,850	7.7%	236,319	11.6%	17	9.7%	14,725	6.2%	207,768	10.4%	17	10.9%	13,775	6.2%	178,306	9.3%
EL Total	115	72.3%	114,523	46.8%	1,112,502	54.5%	138	78.9%	106,318	45.0%	1,074,793	53.8%	120	76.9%	95,959	43.3%	1,009,030	52.6%
RFEP	44	27.7%	130,377	53.2%	927,694	45.5%	37	21.1%	129,789	55.0%	924,422	46.2%	36	23.1%	125,465	56.7%	909,298	47.4%
Total Ever EL	159	100.0%	244,900	100.0%	2,040,196	100.0%	175	100.0%	236,107	100.0%	1,999,215	100.0%	156	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/filesstl.asp>

Aspire Junior Collegiate Academy

Board District: 5 | Region: East | Location Code: 2266

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	322			529,902			327			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	100.0%	11.5%	78,319	100.0%	14.8%	50	100.0%	15.3%	80,505	100.0%	15.6%
High Incidence	25	67.6%	7.8%	52,153	66.6%	9.8%	35	70.0%	10.7%	52,412	65.1%	10.1%
Low Incidence	12	32.4%	3.7%	26,162	33.4%	4.9%	15	30.0%	4.6%	28,084	34.9%	5.4%
Autism	9	24.3%	2.8%	18,713	23.9%	3.5%	13	26.0%	4.0%	20,802	25.8%	4.0%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%
Deafness	0	0.0%	0.0%	188	0.2%	0.0%	0	0.0%	0.0%	178	0.2%	0.0%
Emotional Disturbance	0	0.0%	0.0%	1,148	1.5%	0.2%	0	0.0%	0.0%	1,082	1.3%	0.2%
Established Medical Disability	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	1	0.0%	0.0%
Hard of Hearing	0	0.0%	0.0%	971	1.2%	0.2%	0	0.0%	0.0%	931	1.2%	0.2%
Intellectual Disability	1	2.7%	0.3%	3,393	4.3%	0.6%	1	2.0%	0.3%	3,381	4.2%	0.7%
Multiple Disabilities	0	0.0%	0.0%	965	1.2%	0.2%	0	0.0%	0.0%	1,035	1.3%	0.2%
Other Health Impairment	1	2.7%	0.3%	10,930	14.0%	2.1%	2	4.0%	0.6%	11,596	14.4%	2.2%
Orthopedic Impairment	1	2.7%	0.3%	533	0.7%	0.1%	1	2.0%	0.3%	434	0.5%	0.1%
Specific Learning Disability	11	29.7%	3.4%	29,615	37.8%	5.6%	14	28.0%	4.3%	29,368	36.5%	5.7%
Speech or Language Impairment	13	35.1%	4.0%	11,608	14.8%	2.2%	19	38.0%	5.8%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0.0%	0.0%	66	0.1%	0.0%	0	0.0%	0.0%	66	0.1%	0.0%
Visual Impairment	1	2.7%	0.3%	185	0.2%	0.0%	0	0.0%	0.0%	175	0.2%	0.0%

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

Aspire Junior Collegiate Academy

Resident Schools Data Set

Academic Performance Medians- English Language Arts

2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator						
School Name	Percent of Students Enrolled in Magnet Gifted (If Applicable)	Student Group	Number of Students with Scores	Charter Performance Level (color)	Charter (DFS)	Charter to Resident Comparison (DFS)
Aspire Junior Collegiate Academy	N/A	All Students	158	Yellow	-43.4	
Resident Schools	Percent of Students Enrolled in Magnet Gifted (If Applicable)	Student Group	Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Comparison (DFS)
Dr. Lawrence H. Moore Math, Science, Technology Academy	N/A	All Students	263	Yellow	-25.6	Lower
Florence Avenue Elementary	N/A	All Students	268	Yellow	-62.5	Higher
Graham Elementary	N/A	All Students	271	Yellow	-62.0	Higher
Lillian Street Elementary	N/A	All Students	176	Orange	-54.1	Higher
Middleton Primary Center	N/A	All Students	63	Yellow	-32.7	Lower
Middleton Street Elementary	N/A	All Students	455	Yellow	-40.7	Lower
Miramonte Elementary	N/A	All Students	284	Red	-86.6	Higher
Parmelee Avenue Elementary	N/A	All Students	391	Orange	-37.5	Lower
South Park Elementary	N/A	All Students	438	Orange	-82.5	Higher
Resident Schools Median	N/A	All Students	2,609	Yellow	-54.1	Higher

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

Aspire Junior Collegiate 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)	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	Yellow	-43.4	2,609	Yellow	-54.1	Higher
Latino	153	Yellow	-42.8	2,423	Orange	-57.1	Higher

N/A: No Gifted/Highly Gifted Magnet program within the school.

Aspire Junior Collegiate 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)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
English Learner	76	Orange	-61.1	1,086	Orange	-80.3	Higher
Socioeconomically Disadvantaged	147	Yellow	-41.6	2,439	Orange	-58.9	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	Percent of Students Enrolled in Magnet Gifted (If Applicable)	Student Group	Number of Students with Scores	Charter Performance Level (color)	Charter (DFS)	Charter to Resident Comparison (DFS)
Aspire Junior Collegiate Academy	N/A	All Students	161	Orange	-46.8	
Resident Schools	Percent of Students Enrolled in Magnet Gifted (If Applicable)	Student Group	Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Comparison (DFS)
Dr. Lawrence H. Moore Math, Science, Technology Academy	N/A	All Students	251	Orange	-27.5	Lower
Florence Avenue Elementary	N/A	All Students	257	Yellow	-45.2	Lower
Graham Elementary	N/A	All Students	267	Red	-72.9	Higher
Lillian Street Elementary	N/A	All Students	170	Yellow	-43.7	Lower
Middleton Primary Center	N/A	All Students	55	Yellow	-29.1	Lower
Middleton Street Elementary	N/A	All Students	440	Yellow	-34.6	Lower
Miramonte Elementary	N/A	All Students	301	Red	-93.6	Higher
Parmelee Avenue Elementary	N/A	All Students	365	Orange	-42.8	Lower
South Park Elementary	N/A	All Students	429	Orange	-74.8	Higher
Resident Schools Median	N/A	All Students	2,535	Orange	-43.7	Lower

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

Aspire Junior Collegiate 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)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	161	Orange	-46.8	2,535	Orange	-43.7	Lower
Latino	158	Orange	-46.5	2,374	Orange	-43.6	Lower
English Learner	77	Red	-71.9	1,112	Orange	-65.2	Lower
Socioeconomically Disadvantaged	148	Orange	-49.9	2,423	Orange	-47.3	Lower

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

2024-2025 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

School Name	Percent of Students Enrolled in Magnet Gifted (If Applicable)	Student Group	Number of Students with Scores	Charter Performance Level (color)	Charter (DFS)	Charter to Resident Comparison (DFS)
Aspire Junior Collegiate Academy	N/A	All Students	165	Yellow	-37.1	
Resident Schools	Percent of Students Enrolled in Magnet Gifted (If Applicable)	Student Group	Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Comparison (DFS)
Dr. Lawrence H. Moore Math, Science, Technology Academy	N/A	All Students	226	Orange	-28.6	Lower
Florence Avenue Elementary	N/A	All Students	238	Yellow	-18.2	Lower
Graham Elementary	N/A	All Students	254	Yellow	-65.3	Higher
Lillian Street Elementary	N/A	All Students	141	Yellow	-36.2	Lower
Middleton Primary Center	N/A	All Students	40	Yellow	-21.7	Lower
Middleton Street Elementary	N/A	All Students	438	Orange	-37.7	Higher
Miramonte Elementary	N/A	All Students	280	Orange	-77.4	Higher
Parmelee Avenue Elementary	N/A	All Students	357	Yellow	-25.9	Lower
South Park Elementary	N/A	All Students	433	Yellow	-66.5	Higher
Resident Schools Median	N/A	All Students	2,407	Yellow	-36.2	Lower

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

Aspire Junior Collegiate Academy 2024-2025 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	165	Yellow	-37.1	2,407	Yellow	-36.2	Lower
Latino	161	Yellow	-38.3	2,259	Yellow	-36.0	Lower
English Learner	79	Yellow	-53.0	1,080	Orange	-59.5	Higher
Socioeconomically Disadvantaged	162	Yellow	-38.0	2,315	Yellow	-38.5	Higher

Data Sources: California School 2025 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)

ASPIRE JUNIOR COLLEGIATE ACADEMY

BOARD OF EDUCATION REPORT 338 – 25/26

March 10, 2026

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 330 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 Aspire Junior Collegiate 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
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAM, III
Executive Director
Student Integration Services