



## Board of Education Report

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**File #:** Rep-299-25/26, **Version:** 1  
**In Control:** Charter Schools Division

**Agenda Date:** 2/17/2026

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**Denial of the Renewal Petition for California Creative Learning Academy Middle**  
**[PUBLIC HEARING]**  
Charter Schools Division

**Brief Description:**

(Denial of the Renewal Petition for California Creative Learning Academy Middle) Recommends denial of the renewal petition for California Creative Learning Academy Middle, a Low performing, Start-Up Independent charter school, located in Board District 5 and Region West.

**Action Proposed:**

Adopt the denial of the renewal charter petition for California Creative Learning Academy Middle (“Charter School”), proposed to be located in Board District 5 and Region West, and adoption of the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for California Creative Learning Academy Middle.

**Background:**

California Creative Learning Academy Middle is a 6-8 school currently serving 103 students on a private facility at 2709 Media Center Drive, Los Angeles, CA, 90065 in Board District 5 and Region West. California Creative Learning Academy Middle was originally approved by the LAUSD Board of Education on January 9, 2018. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for California Creative Learning Academy Middle expires June 30, 2026.

On November 13, 2025, California Creative Learning Academy 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 February 11, 2026. Pursuant to Education Code section 47605(b) and a waiver mutually agreed upon and executed by petitioners and the District, the timeline for Board action on this Petition has been extended to February 17, 2026.

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

Based on a comprehensive review and assessment of Charter School’s renewal petition application and its record of performance, staff has determined that Charter School has not met the requirements set forth in Education Code sections 47605, 47607 and/or 47607.2 and therefore recommends denial of the renewal petition.

**Due Diligence:**

Current California Creative Learning Academy 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 California Creative Learning Academy 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 California Creative Learning Academy Middle, based on review of the petition and supporting documentation, staff has determined, Charter School shall not renew as a Low performing charter school based on performance indicators and pursuant to the statutory renewal framework. (Ed. Code § 47607.2(a).) Additionally, Petitioners are demonstrably unlikely to successfully implement the program set forth in the petition, (Ed. Code § 47605(c)(2).), and Charter School has not attained measurable increases in academic achievement schoolwide and for numerically significant student groups. (Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).)

**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 California Creative Learning Academy 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. 299, 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 California Creative Learning Academy 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 two (2) 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 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.

**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- California Creative Learning Academy Middle Data Set

Attachment C- Findings of Fact in Support of Denial of the Charter Petition for California Creative Learning Academy Middle

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

<https://drive.google.com/drive/folders/11BSMb5rWxGA3NZ4JYLrcsMz7Jgp81P?usp=sharing>

**Submitted:**

02/10/26

**RESPECTFULLY SUBMITTED,**

**APPROVED & PRESENTED BY:**

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ALBERTO M. CARVALHO  
Superintendent

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CAROLYN SPAHT GONZALEZ  
Chief of Staff

**REVIEWED BY:**

**APPROVED & PRESENTED BY:**

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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.

# STAFF ASSESSMENT AND RECOMMENDATION REPORT

## RENEWAL PETITION

Board of Education Report 299-25/26  
February 17, 2026

School Name:	California Creative Learning Academy Middle			<b>BOARD IS REQUIRED TO TAKE ACTION BY:  February 17, 2026</b>
Type of Charter School:	Start-Up Independent Charter School			
Charter Operator	California Creative Learning Academy			
Location Code:	5261			
Type of Site(s):	Private			
Site Address(es):	2709 Media Center Drive, Los Angeles, CA 90065			
Board District(s):	5	Region(s):	West	
Grade Levels Served:	6-8	Current Enrollment:	103	
Grade Levels Authorized in Current Charter:	6-8	Approved Enrollment in Current Charter:	225	
<b>CONSIDERATION:</b>	Renewal			
<b>CDE PERFORMANCE CATEGORY:</b> (PER CDE'S 2026 CLASSIFICATION)	Low Performing			
<b>STAFF RECOMMENDATION:</b>	Denial			
<b>PROPOSED BENCHMARKS:</b>	None			

## STAFF ASSESSMENT

### I. ACTION PROPOSED

Staff recommends denial of the renewal petition for California Creative Learning Academy Middle (“CCLAM” or “Charter School”), located in Board District 5 and Region West, for a term of two (2) years, beginning July 1, 2026, until June 30, 2028, to serve up to 225 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 California Creative Learning Academy 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 California Creative Learning Academy 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**

	<b>California Creative Learning Academy Middle</b>
<b>Initial Authorization:</b>	On January 9, 2018, California Creative Learning Academy Middle (formerly Los Feliz Charter Middle School for the Arts) was authorized by the LAUSD Board of Education to serve 225 students in grades 6-8.
<b>Most Recent Renewal</b>	This is the charter school's first consideration for renewal.
<b>Approved Material Revisions of Current Charter:</b>	Not applicable

	<b>California Creative Learning Academy Middle</b>
<b>Board Benchmarks in Current Charter Term:</b>	Not applicable
<b>Submission of Renewal Petition Application:</b>	California Creative Learning Academy Middle submitted its renewal petition application on November 13, 2025. The 90-day statutory timeline for Board action on the petition runs through February 11, 2026. Pursuant to Education Code section 47605(b) and a waiver mutually agreed upon and executed by petitioners and the District, the timeline for Board action on this Petition has been extended to February 17, 2026.
<b>Concurrent Request for Material Revision:</b>	Not applicable
<b>Master Plan for English Learners and Standard English Learners:</b>	California Creative Learning Academy Middle implements its own Master Plan for English Learners and Standard English Learners.
<b>Special Education SELPA</b>	California Creative Learning Academy Middle participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

**B. Charter School Operator**

California Creative Learning Academy Middle is operated by California Creative Learning Academy (CCLA), a California nonprofit public benefit corporation that also operates one other LAUSD-authorized charter school.

**IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE**

a. Summary

California Creative Learning Academy Middle has been identified by the state as a Low 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. The school did not attain measurable increases in academic achievement schoolwide and for numerically significant student groups. Please see the *Findings of Fact in Support of Denial of the Renewal Charter Petition for California Creative Learning Academy Middle* for more details.

Please see the *California Creative Learning Academy Middle* data set.

b. Measurements of Academic Performance on the California School Dashboard

The California School Dashboard displays performance for seven 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.

## California Creative Learning Academy MS Dashboard Indicators

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2022-2023	Yellow	Yellow	No Performance Color	Not Applicable	Orange	Not Applicable	Blue
2023-2024	Orange	Red	No Performance Color	Not Applicable	Orange	Not Applicable	Yellow
2024-2025	Yellow	Orange	Not Applicable	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 2023, 2024, and 2025 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was lower than the state for All Students and all numerically significant student groups.

### California Creative Learning Academy MS - 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	-33.5	66.0	Orange	-13.6	Lower
Latino	Met	Yellow	-58.2	76.2	Orange	-40.2	Lower
White	Met	Green	5.8	76.5	Green	20.8	Lower
Socioeconomically Disadvantaged	Met	Orange	-70.3	37.8	Orange	-42.6	Lower

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

### California Creative Learning Academy MS - 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	-60.8	-27.4	Orange	-13.2	Lower
Latino	Met	Red	-84.9	-26.7	Orange	-39.3	Lower
Socioeconomically Disadvantaged	Met	Red	-85.3	-15.0	Orange	-40.9	Lower

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

### California Creative Learning Academy MS - 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	-44.9	16.0	Yellow	-8.1	Lower
Latino	Met	Red	-83.0	1.9	Yellow	-33.7	Lower
Socioeconomically Disadvantaged	Met	Orange	-77.9	7.5	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, 2024, and 2025 in Math, the charter school’s Distance from Standard (DFS) was lower than the state for All Students and all numerically significant student groups.

**California Creative Learning Academy MS - 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	-75.0	63.7	Orange	-49.1	Lower
Latino	Met	Orange	-100.7	70.8	Orange	-80.8	Lower
White	Met	Yellow	-36.2	70.3	Yellow	-11.1	Lower
Socioeconomically Disadvantaged	Met	Orange	-111.9	55.6	Yellow	-80.8	Lower

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

**California Creative Learning Academy MS - Math Indicator - 2023-2024**

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Red	-104.0	-29.0	Orange	-47.6	Lower
Latino	Met	Red	-125.8	-25.1	Orange	-79.2	Lower
Socioeconomically Disadvantaged	Met	Red	-125.5	-13.6	Orange	-78.2	Lower

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

**California Creative Learning Academy MS - 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	Orange	-95.9	8.1	Yellow	-42.4	Lower
Latino	Met	Orange	-122.7	3.1	Yellow	-73.6	Lower
Socioeconomically Disadvantaged	Met	Orange	-122.2	3.3	Yellow	-72.9	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 2023 and 2024, there was no performance color on the English Learner Progress Indicator (ELPI) due to the low number of English Learners, however, the charter school’s English Learner Progress Rate was lower than the state. In 2025, the English Learner student group had fewer than 11 students and is not reported for privacy reasons.

**California Creative Learning Academy MS - 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	28.6%	-28.6	Yellow	48.7%	Lower

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

## California Creative Learning Academy MS - 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	No Performance Color	36.4%	7.8	Orange	45.7%	Lower

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

## California Creative Learning Academy MS - English Learner Progress Indicator - 2024-2025

No applicable indicator data for this school.

- f. College/Career Indicator  
Not applicable
  
- g. 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 numerically significant student groups.
  
- h. Graduation Indicator [HS only]  
Not applicable
  
- i. 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.
  
- 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, 2024 and 2025.
  
- 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 California Creative Learning Academy Middle 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>Unsatisfactory</i>
Concerns	The rating of <i>Unsatisfactory</i> in 2024-2025 was due to Charter School’s failure to comply with the terms of the operative charter by combining 5 <sup>th</sup> grade students with 6 <sup>th</sup> grade students from their other charter.

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	<i>Unsatisfactory</i>
2024-2025	<i>Unsatisfactory</i>
Concerns	The ratings of <i>Unsatisfactory</i> in both 2023-2024 and 2024-2025 were based on student academic performance on the CA School Dashboard Indicators and the charter school’s Low performance category.

c. Organizational Management, Programs, and Operations

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

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	<i>Developing</i>
2024-2025	<i>Developing</i>
Concerns	The ratings of <i>Developing</i> in both 2023-2024 and 2024-2025 were primarily due to Charter School’s weak and deteriorating financial condition and low and declining student enrollment, which were both recurring issues, as well as an audit finding reported in its 2022-2023 independent audit report.

**VI. LOW PERFORMING CHARTER SCHOOLS**

A charter school designated as “Low performing” shall not be renewed. (Ed. Code, § 47607.2(a)(1).) A charter school is considered “Low performing” if either of the following apply for the two consecutive years immediately preceding the renewal decision:

- (1) The charter school has received the two lowest performance levels schoolwide on all the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 for which it receives performance levels; or
- (2) For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or lower than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are lower than the state average.

The LAUSD Board may renew a Low performing charter school **only upon** making the following written factual finding:

The charter school is taking meaningful steps to address the underlying cause(s) of its low performance, and those steps are reflected, or will be reflected, in a written plan adopted by the governing body of the charter school.

California Creative Learning Academy Middle submitted an “Action Plan” to the District that was approved by the Charter School’s governing board on November 12, 2025. The Charter School’s Action Plan does not include meaningful steps to address the underlying causes of the Charter School’s low performance. Please see the *Findings of Fact in Support of Denial of the Renewal Charter Petition for California Creative Learning Academy Middle* for more details.

**VII. FISCAL MANAGEMENT AND PERFORMANCE**

a. Fiscal Condition

California Creative Learning Academy Middle’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	\$239,463	\$241,975	\$16,357	\$164,261 <sup>2</sup>	\$170,403
Net Income/Loss	\$12,228	\$2,512	(\$225,618) <sup>1</sup>	\$147,904 <sup>2</sup>	\$6,142
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Norm Enrollment <sup>A</sup>	183	123	105	96	103

<sup>1</sup> According to California Creative Learning Academy, the charter operator, CCLAM’s reported net loss of (\$225,618) for Fiscal Year (FY) 2023-2024 was primarily attributable to declining student enrollment.

<sup>2</sup> According to CCLA, the organization received \$394,301 from the Internal Revenue Service (IRS) for the Employee Retention Credit (ERC), plus interest, to date. This one-time funding significantly improved CCLAM’s fiscal condition, despite continued declines in student enrollment in FY 2024-25.

<sup>A</sup> CCLAM reported 103 Norm Enrollment for FY 2025-2026. For more information, please refer to the *Findings of Fact in Support of Denial of the Renewal Charter Petition for California Creative Learning Academy Middle*.

- b. 2024-2025 Independent Audit Report  
 Audit Opinion: Unmodified/Unqualified  
 Material Weaknesses: None Reported  
 Deficiencies/Findings: None Reported  
 Lack of a Going Concern: None Reported

c. Other Significant Fiscal Information

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

<b>California Creative Learning Academy</b>					
<b>Source: Independent Audit Report for the Year Ending June 30, 2025</b>					
<b># of Charter Schools</b>		<b><u>Including</u> related parties and charter schools</b>		<b><u>Excluding</u> related parties and charter schools</b>	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
2	2	\$3,904,383	\$962,690	\$0	\$0

The organization has a loan resolution dated June 25, 2024, authorizing intraorganizational lending from California Creative Learning Academy (CCLA’s elementary school) to CCLAM in an amount not to exceed \$700,000. According to CCLA, the outstanding loan balance was \$215,169 as of October 31, 2025.

For more information, please refer to the *Findings of Fact in Support of Denial of the Renewal Charter Petition for California Creative Learning Academy Middle*.

# California Creative Learning Academy MS

Board District: 5 | Region: West | Location Code: 5261

## 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	98%	110	-33.5	66.0	Increased Significantly	Yellow	-13.6	Lower	99%	94	-60.8	-27.4	Declined Significantly	Orange	-13.2	Lower	99%	88	-44.9	16.0	Increased Significantly	Yellow	-8.1	Lower
English Learner	100%	19	-107.9	47.8	Increased Significantly	--	-67.7	--	100%	16	-109.0	-1.1	Maintained	--	-67.6	--	100%	11	-116.1	-7.1	Declined	--	-59.9	--
Latino	99%	64	-58.2	76.2	Increased Significantly	Yellow	-40.2	Lower	98%	58	-84.9	-26.7	Declined Significantly	Red	-39.3	Lower	98%	47	-83.0	1.9	Maintained	Red	-33.7	Lower
Socioeconomically Disadvantaged	99%	65	-70.3	37.8	Increased Significantly	Orange	-42.6	Lower	98%	59	-85.3	-15.0	Declined	Red	-40.9	Lower	98%	52	-77.9	7.5	Increased	Orange	-35.3	Lower
Students with Disabilities	95%	18	-134.6	26.2	Increased Significantly	--	-96.3	--	96%	22	-166.5	-32.0	Declined Significantly	--	-95.6	--	100%	22	-126.2	40.4	Increased Significantly	--	-89.4	--
White	100%	33	5.8	76.5	Increased Significantly	Green	20.8	Lower	100%	25	-21.4	-27.2	Declined Significantly	--	19.2	--	100%	28	24.2	45.6	Increased Significantly	--	23.8	--

Data Sources: California School Dashboard Research data files.

# California Creative Learning Academy MS

Board District: 5 | Region: West | Location Code: 5261

## 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	98%	109	-75.0	63.7	Increased Significantly	Yellow	-49.1	Lower	99%	94	-104.0	-29.0	Declined Significantly	Red	-47.6	Lower	99%	88	-95.9	8.1	Increased	Orange	-42.4	Lower	
English Learner	100%	19	-166.2	20.0	Increased Significantly	--	-93.4	--	100%	16	-153.4	12.8	Increased	--	-93.4	--	100%	11	-116.3	37.1	Increased Significantly	--	-86.1	--	
Latino	99%	64	-100.7	70.8	Increased Significantly	Orange	-80.8	Lower	98%	58	-125.8	-25.1	Declined Significantly	Red	-79.2	Lower	98%	47	-122.7	3.1	Increased	Orange	-73.6	Lower	
Socioeconomically Disadvantaged	99%	65	-111.9	55.6	Increased Significantly	Orange	-80.8	Lower	98%	59	-125.5	-13.6	Declined	Red	-78.2	Lower	98%	52	-122.2	3.3	Increased	Orange	-72.9	Lower	
Students with Disabilities	95%	18	-147.7	30.7	Increased Significantly	--	-127.3	--	96%	22	-171.7	-24.0	Declined Significantly	--	-124.3	--	100%	22	-153.8	17.9	Increased Significantly	--	-120.7	--	
White	97%	32	-36.2	70.3	Increased Significantly	Yellow	-11.1	Lower	100%	25	-68.0	-31.8	Declined Significantly	--	-10.3	--	100%	28	-38.5	29.5	Increased Significantly	--	-6.2	--	

Data Sources: California School Dashboard Research data files.

# California Creative Learning Academy MS

Board District: 5 | Region: West | Location Code: 5261

## 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	14	28.6%	-28.6	Declined Significantly	--	48.7%	Lower	11	36.4%	7.8	Increased	--	45.7%	Lower	5	*	*	*	*	46.4%	*

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	21.4%	7.1%	28.6%	42.9%	45.7%	2.3%	32.2%	18.3%	
2024	EL	36.4%	0.0%	36.4%	27.3%	43.2%	1.9%	34.4%	19.1%	
2024	LTEL	--	--	--	--	41.6%	3.4%	28.5%	24.7%	
2025	EL	--	--	--	--	44.6%	1.3%	35.5%	17.2%	
2025	LTEL	--	--	--	--	46.1%	2.4%	28.2%	21.6%	

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	16	16	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	11	12	91.7%	N	1,028,083	1,047,977	98.1%	Y
2024	LTEL	10	10	100.0%	Y	182,603	190,459	95.9%	Y
2025	EL	6	7	85.7%	N	947,393	963,338	98.3%	Y
2025	LTEL	4	4	100.0%	Y	175,106	181,495	96.5%	Y

# California Creative Learning Academy MS

Board District: 5 | Region: West | Location Code: 5261

## 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	131	41.2%	-6.9	Declined	Orange	24.3%	Higher	107	37.4%	-3.8	Declined	Orange	18.6%	Higher	106	37.7%	0.4	Maintained	Red	17.1%	Higher
English Learner	17	64.7%	27.9	Increased	--	26.3%	--	14	28.6%	-36.1	Declined	--	20.1%	--	8	*	*	*	*	18.1%	*
Latino	73	43.8%	-8.9	Declined	Orange	28.4%	Higher	64	39.1%	-4.8	Declined	Orange	21.7%	Higher	59	45.8%	6.7	Increased	Red	20.1%	Higher
Socioeconomically Disadvantaged	77	46.8%	-6.7	Declined	Orange	29.9%	Higher	69	43.5%	-3.3	Declined	Orange	23.4%	Higher	64	48.4%	5.0	Increased	Red	21.7%	Higher
Students with Disabilities	21	47.6%	-5.5	Declined	--	33.1%	--	25	36.0%	-11.6	Declined	--	26.3%	--	24	50.0%	14.0	Increased	--	24.9%	--
Two or More	9	*	*	*	*	21.6%	*	11	18.2%	--	--	--	16.2%	--	8	*	*	*	*	14.9%	*
White	40	37.5%	-5.8	Declined	Orange	18.5%	Higher	28	46.4%	8.9	Increased	--	13.5%	--	32	28.1%	-18.3	Declined	--	12.2%	Higher

Data Sources: California School Dashboard Research data files.

# California Creative Learning Academy MS

Board District: 5 | Region: West | Location Code: 5261

## 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	141	0.0%	0.0	Maintained	Blue	3.5%	Lower	111	0.9%	0.9	Increased	Yellow	3.2%	Lower	109	0.0%	-0.9	Declined	Blue	2.9%	Lower
English Learner	17	0.0%	0.0	Maintained	--	3.7%	--	14	0.0%	0.0	Maintained	--	3.4%	--	9	*	*	*	*	3.2%	*
Latino	75	0.0%	0.0	Maintained	Blue	3.8%	Lower	66	1.5%	1.5	Increased	Yellow	3.4%	Lower	61	0.0%	-1.5	Declined	Blue	3.0%	Lower
Socioeconomically Disadvantaged	84	0.0%	0.0	Maintained	Blue	4.5%	Lower	69	1.4%	1.4	Increased	Yellow	4.0%	Lower	65	0.0%	-1.4	Declined	Blue	3.6%	Lower
Students with Disabilities	23	0.0%	0.0	Maintained	--	5.9%	--	25	0.0%	0.0	Maintained	--	5.4%	--	25	0.0%	0.0	Maintained	--	5.0%	--
Two or More	9	*	*	*	*	3.3%	*	12	0.0%	--	--	--	3.0%	--	8	*	*	*	*	2.8%	*
White	45	0.0%	0.0	Maintained	Blue	2.9%	Lower	28	0.0%	0.0	Maintained	--	2.6%	--	33	0.0%	0.0	Maintained	--	2.4%	Lower

Data Sources: California School Dashboard Research data files.

# California Creative Learning Academy MS

Board District: 5 | Region: West | Location Code: 5261

## 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
<b>Enrollment</b>	<b>103</b>	<b>529,902</b>	<b>5,837,690</b>	<b>98</b>	<b>516,685</b>	<b>5,806,221</b>
F/R Meal	64.1%	80.6%	61.6%	60.2%	81.9%	62.7%
GATE	1.0%	11.6%	N/A	0.0%	13.0%	N/A
English Learner	13.6%	20.1%	18.4%	8.2%	18.6%	17.4%
Foster Youth	0.0%	0.6%	0.5%	0.0%	0.5%	0.5%
Homeless Youth	1.0%	2.1%	3.6%	2.0%	2.7%	4.0%
Socioeconomically Disadvantaged	65.0%	81.3%	62.7%	61.2%	82.4%	63.6%
Students w/ Disabilities	22.3%	14.8%	13.7%	23.5%	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%	5.1%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	1.0%	3.4%	9.9%	0.0%	3.3%	10.1%
Filipino	1.9%	1.7%	2.2%	0.0%	1.6%	2.2%
Latino	60.2%	73.8%	56.1%	57.1%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	26.2%	9.8%	20.3%	29.6%	9.7%	20.0%
Two or More Races	7.8%	2.0%	4.6%	8.2%	2.1%	4.8%
Not Reported	2.9%	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>

# California Creative Learning Academy MS

Board District: 5 | Region: West | Location Code: 5261

## 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	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>LTEL 6+ Years</b>	6	23.1%	17,921	7.3%	226,508	11.1%	11	50.0%	15,302	6.5%	211,186	10.6%	4	23.5%	13,052	5.9%	198,853	10.4%
<b>At-Risk 4-5 Years</b>	1	3.8%	17,295	7.1%	144,189	7.1%	1	4.5%	15,717	6.7%	136,188	6.8%	1	5.9%	11,406	5.2%	115,009	6.0%
<b>EL 0-3 Years</b>	2	7.7%	60,457	24.7%	505,486	24.8%	0	0.0%	60,574	25.7%	519,651	26.0%	1	5.9%	57,726	26.1%	516,862	26.9%
<b>EL 4+ Years &amp; Not At-Risk or LTEL</b>	8	30.8%	18,850	7.7%	236,319	11.6%	2	9.1%	14,725	6.2%	207,768	10.4%	2	11.8%	13,775	6.2%	178,306	9.3%
EL Total	17	65.4%	114,523	46.8%	1,112,502	54.5%	14	63.6%	106,318	45.0%	1,074,793	53.8%	8	47.1%	95,959	43.3%	1,009,030	52.6%
RFEP	9	34.6%	130,377	53.2%	927,694	45.5%	8	36.4%	129,789	55.0%	924,422	46.2%	9	52.9%	125,465	56.7%	909,298	47.4%
Total Ever EL	26	100.0%	244,900	100.0%	2,040,196	100.0%	22	100.0%	236,107	100.0%	1,999,215	100.0%	17	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>

# California Creative Learning Academy MS

Board District: 5 | Region: West | Location Code: 5261

## 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	103			529,902			98			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
<b>Total SWD Enrollment</b>	23	100.0%	22.3%	78,319	100.0%	14.8%	23	100.0%	23.5%	80,505	100.0%	15.6%
<b>High Incidence</b>	15	65.2%	14.6%	52,153	66.6%	9.8%	16	69.6%	16.3%	52,412	65.1%	10.1%
<b>Low Incidence</b>	8	34.8%	7.8%	26,162	33.4%	4.9%	7	30.4%	7.1%	28,084	34.9%	5.4%
Autism	7	30.4%	6.8%	18,713	23.9%	3.5%	6	26.1%	6.1%	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	1	4.3%	1.0%	1,148	1.5%	0.2%	1	4.3%	1.0%	1,082	1.3%	0.2%
Established Medical Disability	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	1	0.0%	0.0%
Hard of Hearing	0	0.0%	0.0%	971	1.2%	0.2%	0	0.0%	0.0%	931	1.2%	0.2%
Intellectual Disability	0	0.0%	0.0%	3,393	4.3%	0.6%	0	0.0%	0.0%	3,381	4.2%	0.7%
Multiple Disabilities	0	0.0%	0.0%	965	1.2%	0.2%	0	0.0%	0.0%	1,035	1.3%	0.2%
Other Health Impairment	9	39.1%	8.7%	10,930	14.0%	2.1%	8	34.8%	8.2%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0.0%	0.0%	533	0.7%	0.1%	0	0.0%	0.0%	434	0.5%	0.1%
Specific Learning Disability	5	21.7%	4.9%	29,615	37.8%	5.6%	7	30.4%	7.1%	29,368	36.5%	5.7%
Speech or Language Impairment	1	4.3%	1.0%	11,608	14.8%	2.2%	1	4.3%	1.0%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0.0%	0.0%	66	0.1%	0.0%	0	0.0%	0.0%	66	0.1%	0.0%
Visual Impairment	0	0.0%	0.0%	185	0.2%	0.0%	0	0.0%	0.0%	175	0.2%	0.0%

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

**FINDINGS OF FACT IN SUPPORT OF DENIAL OF THE  
RENEWAL CHARTER PETITION FOR  
CALIFORNIA CREATIVE LEARNING ACADEMY MIDDLE  
BY THE LOS ANGELES UNIFIED SCHOOL DISTRICT**

BOARD OF EDUCATION REPORT  
February 17, 2026

**I. INTRODUCTION**

On November 13, 2025, California Creative Learning Academy Middle (also referred to herein as, “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 225 students in grades 6-8 for a two-year term, July 1, 2026 to June 30, 2028. (*See Exhibit 1, California Creative Learning Academy Middle Renewal Petition.*) Charter School currently operates on a private site which is located in Board District 5 and Region West. Charter School is operated by California Creative Learning Academy, a California nonprofit public benefit corporation that also operates one other LAUSD-authorized charter school.

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 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 petitioners have equivalent time and procedures to present evidence and testimony to respond to District staff 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, District staff has determined that Charter School has not met the requirements set forth in Education Code sections 47605, 47607 and 47607.2 and therefore recommends denial of the Renewal Petition.

**II. CRITERIA FOR RENEWAL AND GROUNDS FOR NONRENEWAL**

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the charter school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2 and 47611.5. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

**Criterion 1:**

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

- Whether the petition includes a sound educational program;
- Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
- Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
- Whether the charter school is 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 assesses 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.<sup>1</sup>

**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.

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<sup>1</sup> See LAUSD policy, pp. 28-29.

## **Low Performing Charter Schools**

A charter school designated as “Low performing” shall not be renewed. (Ed. Code, § 47607.2(a)(1).) A charter school is considered “Low performing” if either of the following apply for the two consecutive years immediately preceding the renewal decision:

- (1) The charter school has received the two lowest performance levels schoolwide on all the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 for which it receives performance levels; or
- (2) For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or lower than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are lower than the state average.

The LAUSD Board shall consider the following factors, and **may renew** a Low performing charter school **only upon** making a written factual finding, specific to the particular petition, setting forth specific facts to support the finding that:

The charter school is taking meaningful steps to address the underlying cause or causes of low performance, and those steps are reflected, or will be reflected, in a written plan adopted by the governing body of the charter school. (Ed. Code, § 47607.2 (a).)

If renewed, the LAUSD Board may grant a renewal for a period of two years. (*Id.*)<sup>2</sup>

### **Criterion 3:**

Notwithstanding Criterion 1 and 2, the LAUSD Board will also consider whether the charter school’s enrollment or dismissal practices are discriminatory as grounds for nonrenewal. (Ed. Code, § 47607(e).) Additionally, the LAUSD Board shall consider whether the charter school has substantial fiscal or governance factors as grounds for nonrenewal. (*Id.*)

Specifically, the LAUSD Board may deny renewal of any charter petition, regardless of whether the charter school satisfies the High, Middle, or Low performing criteria, upon a finding that either:

- (1) The charter school is demonstrably unlikely to successfully implement the program set forth in the renewal petition due to either:
  - (a) Substantial fiscal factors, or
  - (b) Substantial governance factors.

Pursuant to the District policy, substantial fiscal factors may include, but are not limited to, issues related to the charter school’s fiscal solvency, mismanagement of funds, cash flow concerns, or outstanding financial liabilities owed to the District and/or others (e.g., contractual obligations, judgments/settlements, unpaid bills or debts, fee-for-service arrangements, facilities related costs, Prop. 39 over-allocated space reimbursements, etc.). Substantial governance factors may include, but are not limited to, issues related to the retention of faculty (such as school leadership and teachers) which rise to the level of disruption of delivery of educational programs; conflicts of interest; or, violations of the Brown Act or California Public Records Act.

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<sup>2</sup> *Id.*, pp. 34-35.

(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).)<sup>3</sup>

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 performance, District staff recommends that the LAUSD Board deny the Renewal Petition and adopt these *Findings of Fact in Support of Denial of the Renewal Petition for California Creative Learning Academy Middle* based on the following grounds:

- Charter School shall not renew as a Low performing charter school based on performance indicators and pursuant to the statutory renewal framework. (Ed. Code, § 47607.2(a).) (Criterion 2); and
- Petitioners are demonstrably unlikely to successfully implement the program set forth in the Renewal Petition. (Ed. Code, §§ 47605(c)(2) and 47607(b).) (Criterion 1)

#### **A. Charter School shall not renew as a Low performing charter school. (Ed. Code § 47607.2(a).) (Criterion 2 Findings of Fact)**

Charter School has been identified by the California Department of Education ("CDE") as a "Low performing" charter school.<sup>4</sup> As outlined in the findings of fact in this Report, and the Exhibits attached, which are hereby incorporated into this finding by this reference, for the two applicable measurements of academic performance - English Language Arts ("ELA") and Math, Charter School demonstrated performance levels for All Students and for all numerically significant student groups that are lower than the state average. Further, the District has considered the required factors and determined that Charter School has not taken meaningful steps to address the underlying cause(s) of low performance. (Ed. Code § 47607.2(a).)

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<sup>3</sup> Id., pp. 37-38.

<sup>4</sup> The list of charter schools and their respective performance categories, as determined by the criteria outlined in AB 1505, published by CDE's Charter Schools Division is available at <https://www.cde.ca.gov/sp/ch/cperformcategory.asp>.

## **1. Academic Performance Analysis**

As context, the CDE utilizes the colors received on all state indicators to determine the performance classification for charter schools on the state's California School Dashboard. Staff's recommendation for non-renewal has considered the schoolwide performance and performance of numerically significant student groups served by Charter School on the state and local indicators, providing greater weight to performance on measurements of academic performance. Charter School did not attain measurable increases in academic achievement schoolwide and for numerically significant student groups based on the California School Dashboard. Thus, as a designated Low performing charter school, Charter School shall not be renewed. (*Id.*)

## **2. Charter School's Renewal Petition Application Was Insufficient To Merit Written Factual Findings for Renewal**

Pursuant to Education Code section 47607.2, the LAUSD Board shall consider the following factors, and may renew a charter only upon making a written factual finding, specific to the particular petition, setting forth specific facts to support the finding that:

The charter school is taking meaningful steps to address the underlying cause or causes of low performance, and those steps are reflected, or will be reflected, in a written plan adopted by the governing body of the charter school.

Here, the District assessed the above factors and determined that Charter School is not taking meaningful steps to address the underlying cause(s) of low performance. Charter School submitted an "Action Plan" to the District that was approved by the Charter School's governing board on November 12, 2025. (*See Exhibit 2, California Creative Learning Academy Middle Board Approved Action Plan.*)

As reflected in Exhibit 2, Charter School's Action Plan ("Plan") does not address or identify the following significant areas connected to Charter School's low performance:

- The Plan identifies most areas of low performance including ELA and Math, but does not identify chronic absenteeism when for the most recent year increased overall and was higher than the state and red for all students and numerically significant student groups.
- The Plan discusses "continuing strategies" that have not yielded high academic outcomes, and although "new strategies" are noted, they appear generic, lack specificity, and do not provide specific academic/behavioral supports and/or interventions that Charter School plans to implement necessary to address the areas of Charter School's low performance.
- The Plan identifies as a root cause "the need for stable and effective teachers and lead administrators," stating, "before last year we had struggled with teacher turnover, with both changes in teachers mid-year and having multiple assignments filled by long-term substitutes." The plan identified teacher coaching, assignment of teachers with "CalCreative" experience, and an onboarding program to address this need. In reviewing the 2025-2026 teacher assignments, three of the four teachers are new to the class assignments at Charter School, which calls into question the meaningful steps to address this area of need.

- The Plan does not include an effective method for how Charter School will implement the Plan and monitor/evaluate the progress and effectiveness of the Plan within its proposed renewal term. The plan identifies an “Implementation Committee” which is composed of teachers, Special Education staff, parents, and students, but does not identify any measurable goals and data to be used to assess the effectiveness of the plan.

Accordingly, Charter School’s Plan fails to take meaningful steps to address the underlying cause(s) of Charter School’s low performance, as required by statute. (Ed. Code, § 47607.2.) Please note that the above identified deficiencies are not intended to be exhaustive, or an all-encompassing set, of all possible deficiencies with Charter School’s Plan. Rather, the above referenced deficiencies are used as examples to demonstrate the lack of meaningful steps taken by Charter School to address the underlying cause(s) of Charter School’s low performance.

**B. Charter School is demonstrably unlikely to successfully implement the program set forth in the Renewal Petition. (Ed. Code, § 47605(c)(2).) (Criterion 1 Findings of Fact)**

The District also assessed the past performance of Charter School as indicators of likely future performance. As stated in the LAUSD policy, the LAUSD Board will 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 based on evidence of past performance.<sup>5</sup>

In addition to the findings of fact provided above regarding Charter School’s academic performance, which by this reference are hereby incorporated in support of this denial finding, the following findings of fact support that the Petitioners are demonstrably unlikely to successfully implement the program set forth in the Renewal Petition.

**1. Charter School has failed to effectively monitor and address academic achievement progress over the course of the charter term.**

The CDE has identified Charter School as a Low performing charter school for the past three consecutive years.

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.

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<sup>5</sup> See LAUSD policy, pp. 28-29.

Here, Charter School’s Annual Performance-Based Oversight Visit reports reflect that in the area of Student Achievement and Educational Performance, Charter School did not earn ratings higher than 1 (Unsatisfactory) or 2 (Developing) within the last few school years. (See table below.)

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Student Achievement and Educational Performance	No Rating	3	No Rating	No Rating	2	1	1

In 2023, 2024, and 2025, in English Language Arts (“ELA”) and Math, Charter School’s Distance from Standard (“DFS”) was lower than the state for All Students and all numerically significant student groups.

In 2023 and 2024, there was no performance level on the English Learner Progress Indicator (“ELPI”) due to the low number of English Learners, however, Charter School’s English Learner Progress Rate was lower than the state. In 2025, the English Learner student group had fewer than 11 students and is not reported for student confidentiality.

As shown above, Charter School’s record reflects unsatisfactory academic performance, to date.

**2. Charter School’s Governing Board and School Leadership are demonstrably unlikely to successfully implement the program considering the consistent and ongoing areas of non-compliance that have necessitated tiered intervention over the course of the charter term.**

For additional context, pursuant to applicable legal and District policy requirements, the District’s ongoing oversight assesses a school’s performance and utilizes a tiered intervention model when necessary to address and respond to concerns or challenges related to a charter school’s governance, programs, operations, organization, and fiscal management. Accordingly, the District has utilized its tiered intervention model to address and respond to concerns or issues that have occurred during Charter School’s charter term. Below are examples of the tiered intervention (“Notices”) that the District has issued Charter School in which the District requested that Charter School provide additional information or documents to further assess the noted concern(s), or to take required corrective measures to cure specified actions by Charter School. The Notices below establish a record of persistent areas of concern or violations regarding Charter School’s governance practices, fiscal issues, and operations:

Date	Type of Notice	Issue/Topic	Resolved (Yes/No)
11/9/18	Notice of Concern	Failure to complete 2018-2019 Local Control Accountability Plan (LCAP) and an Annual Update to the LCAP in accordance with applicable laws and regulations.	Yes
3/1/21	Notice of Concern	Failure to update Student Information System within required timeline.	Yes

Date	Type of Notice	Issue/Topic	Resolved (Yes/No)
9/23/21	Notice of Concern	Incomplete 2021-2022 LCAP, an Annual Update for the 2019-2020 LCAP Year, and Annual Update for the 2020-2021 Learning Continuity and Attendance Plan.	Yes
5/30/24	Notice of Concern	Negative fiscal condition and low enrollment.	Fiscal: Yes (Temporarily with Employee Retention Credit funds)  Enrollment: No (Remaining low; see further information under the “Low Student Enrollment Concerns” section below)
5/13/25	Notice to Cure	Failure to comply with the terms of the operative charter and District policy by combining 5 <sup>th</sup> grade students and 6 <sup>th</sup> grade students into four combination classes of students from two independent charter schools.	Yes
8/1/25	Notice of Alleged Violation	Declining enrollment and failure to approve the 2025-2026 LCAP and budget.	Enrollment: No  LCAP and Budget: Yes

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, Charter School has failed to monitor and adhere to such requirements over the course of its charter term as evidenced by the multiple Notices issued by the District, addressing major compliance areas, including but not limited to, Charter School’s fiscal condition and appropriateness of Charter School’s 5<sup>th</sup> and 6<sup>th</sup> grade instruction. 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. (See Exhibit 3, California Creative Learning Academy Middle Tiered Intervention Notices.)

### 3. Low Student Enrollment Concerns

In addition to the academic data and governance concerns noted above, Charter School remains significantly underenrolled with an approved capacity of 225 students and Norm Enrollment, since fully rolling out grades in Fiscal Year 2020-2021, of 143, 183, 123, 105, 96 and 103 for Fiscal Years 2020-2021 through 2025-2026, respectively. Charter School attributed declining enrollment as a contributing factor for the net loss of (\$225,618) reported in Fiscal Year 2023-2024 and the previously projected net loss and negative net assets for Fiscal Year 2024-2025. However, these losses were mitigated by the receipt of

\$394,301 in Employee Retention Credit (“ERC”) funds from the Internal Revenue Service for payroll sustained during tax years 2020 and 2021. Absent this one-time ERC funding, Charter School would have reported negative net assets and, in any event, has been reliant on intraorganizational lending to sustain its program operations. The interorganizational loan balance was \$215,169 as of October 31, 2025. Continued low student enrollment raises concerns that Charter School funds could be depleted if this trend persists, thereby increasing the risk of fiscal insolvency.

Table 1: Charter School’s Enrollment Rollout Plan as Outlined in its Operative Charter								
Grade Level	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024*	2024-2025*	2025-2026*
6	75	75	75	75	75	75	75	75
7	-	75	75	75	75	75	75	75
8	-	-	75	75	75	75	75	75
<b>Total Projected Enrollment (A)</b>	<b>75</b>	<b>150</b>	<b>225</b>	<b>225</b>	<b>225</b>	<b>225</b>	<b>225</b>	<b>225</b>

\*Aligned with Fiscal Year 2022-2023 due to term extensions per AB 130 (2021) and SB 114 (2023).

Table 2: Charter School’s Norm Day Enrollment History								
Grade Level	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
6	32	60	54	72	47	37	43	37
7	-	40	53	60	37	32	28	38
8	-	-	36	51	39	36	25	28
<b>Total Enrollment (B)</b>	<b>32</b>	<b>100</b>	<b>143</b>	<b>183</b>	<b>123</b>	<b>105</b>	<b>96</b>	<b>103</b>
<b>Increase/(Decrease) in the # of Students Enrollment from Prior Year</b>	<b>Not Applicable</b>	<b>68</b>	<b>43</b>	<b>40</b>	<b>(60)</b>	<b>(18)</b>	<b>(9)</b>	<b>7</b>
<b>% Increase/(Decrease) in the # of Students Enrollment from Prior Year</b>	<b>Not Applicable</b>	<b>212.5%</b>	<b>43.0%</b>	<b>28.0%</b>	<b>(32.8)%</b>	<b>(14.6)%</b>	<b>(8.6)%</b>	<b>7.3%</b>
<b>Under-Enrollment (Enrollment Rollout Plan vs Norm Day Enrollment) (B) – (A)</b>	<b>(43)</b>	<b>(50)</b>	<b>(82)</b>	<b>(42)</b>	<b>(102)</b>	<b>(120)</b>	<b>(129)</b>	<b>(122)</b>

#### 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 upon on findings that Charter School does not qualify for renewal as a Low performing charter school based on performance indicators. Further, as demonstrated by Charter School’s low academic performance and findings related to other governance and operational factors, Petitioners are demonstrably unlikely to successfully implement the educational program set forth in the Renewal Petition. (Ed. Code, §§ 47607.2 and 47605.)

Charter School has been designated as Low performing, and therefore, the LAUSD Board shall not renew the charter unless it makes written factual findings consistent with Education Code section 47607.2 (a)(4). Should the LAUSD Board decide to deny renewal of Charter School’s charter, District staff recommends that the LAUSD Board adopt these *Findings of Fact in Support of Denial of the Renewal Charter Petition for California Creative Learning Academy Middle* as the LAUSD 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/1I1O5L5K-VqdPDYf0xPWpqe-fO7LMvzd-?usp=sharing>