Los Angeles Unified School District
Tuesday, October 13, 2026 10:00 AM
Board of Education
ORDER OF BUSINESS - Final

Scott M. Schmerelson, President
Dr. Rocío Rivas, Vice President
Sherlett H. Newbill
Nick Melvoin
Karla Griego
Kelly Gonez
Tanya Ortiz Franklin

Andrés E. Chait
Superintendent

333 S. Beaudry Ave., Los Angeles, CA 90017
1208 Magnolia Ave., Gardena, CA 90247
9945 Laurel Canyon Blvd., Pacoima, CA 91331
Board Room

Roll Call of Members

Consent Items

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

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

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

Each speaker will be allowed a single opportunity to provide comments to the Board, with the exception of public hearings, and shall be given 2 minutes for their remarks. Speakers signed up to speak on an agenda item must constrain their remarks specifically to the item or items on the agenda or may be ruled out of order.

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

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

Speakers who do not register online to provide comments may use the following alternative methods to provide comments to Board Members:
• Email all Board Members at boardmembers@lausd.net;
• Mail comments via US Mail to 333 S. Beaudry Ave., Los Angeles, CA 90017; and
• Leave a voicemail message at 213-443-4472 or fax 213-241-8953.Communications received by 5 p.m. the day before the meeting will be distributed to all Board Members.

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

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

Requests for Speaker Name Changes
If you wish to give your speaking slot to another person, you may do so in one of two ways:
- Transfer your time at the podium when your name is called, or
- Contact the Office of the Board Secretariat to remove your name so your replacement can sign up.

Please note that if you remove your name in advance, your spot is not held and may be taken by another member of the public before your replacement registers.

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

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

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

New Business for Action

1. **Rep-072-26/27**

Approval of the Renewal Petition for Alliance Ouchi-O'Donovan 6-12 Complex [PUBLIC HEARING]
Charter Schools Division

(Approval of the Renewal Petition for Alliance Ouchi-O'Donovan 6-12 Complex) Recommends approval of the renewal petition for Alliance Ouchi-O'Donovan 6-12 Complex, a Middle performing, Start-Up Independent charter school, with benchmarks in the areas of academics (ELA, Math, and Science for Long-Term English Learners; and Math for Students with Disabilities), located in Board District 1 and Region South, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 1,015 students in grades 6-12 in each year of the charter term.

Attachments: Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Alliance Ouchi-O'Donovan 6-12 Complex Data Set
Attachment C - Desegregation Impact Statement

2. **Rep-081-26/27**

Approval of the Renewal Petition for Ánimo South Los Angeles Charter [PUBLIC HEARING]
Charter Schools Division

(Approval of the Renewal Petition for Ánimo South Los Angeles Charter) Recommends approval of the renewal petition for Ánimo South Los Angeles Charter, a Middle performing, Start-Up Independent charter school, located in Board District 1 and Region South, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 625 students in grades 9-12 in each year of the charter term.

Attachments: Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Ánimo South Los Angeles Charter Data Set
Attachment C - Desegregation Impact Statement

3. **Rep-091-26/27**

Approval of the Renewal Petition for ICEF View Park Preparatory Elementary [PUBLIC HEARING]
Charter Schools Division

(Approval of the Renewal Petition for ICEF View Park Preparatory Elementary) Recommends approval of the renewal petition for ICEF View Park Preparatory Elementary, a Middle performing, Start-Up Independent charter school, located in Board District 1 and Region South, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 505 students in grades TK-5 in each year of the charter term.

Attachments: Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - ICEF View Park Preparatory Elementary Data Set
Attachment C - Desegregation Impact Statement

4. **Rep-097-26/27**

Approval of the Renewal Petition for New Heights Charter [PUBLIC HEARING]
Charter Schools Division

(Approval of the Renewal Petition for New Heights Charter) Recommends approval of the renewal petition for New Heights Charter, a Middle performing, Start-Up Independent charter school, with a benchmark in the area of academics (English Language Arts for Students with Disabilities), located in Board District 1 and Region South, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 455 students in grades TK-8 in each year of the charter term.

Attachments: Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - New Heights Charter Data Set
Attachment C - Desegregation Impact Statement

5. **Rep-101-26/27**

Approval of the Renewal Petition for Stella High Charter Academy
[PUBLIC HEARING]
Charter Schools Division

(Approval of the Renewal Petition for Stella High Charter Academy) Recommends approval of the renewal petition for Stella High Charter Academy, a Middle performing, Start-Up Independent charter school, located in Board District 1 and Region South, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 600 students in grades 9-12 in each year of the charter term.

Attachments:
Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Stella High Charter Academy Data Set
Attachment C - Desegregation Impact Statement

6. **Rep-070-26/27**

Approval of the Renewal Petition for Alliance Marc & Eva Stern Math and Science
[PUBLIC HEARING]
Charter Schools Division

(Approval of the Renewal Petition for Alliance Marc & Eva Stern Math and Science) Recommends approval of the renewal petition for Alliance Marc & Eva Stern Math and Science, a Middle performing, Start-Up Independent charter school, located in Board District 2 and Region East, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 600 students in grades 9-12 in each year of the charter term.

Attachments:
Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Alliance Marc & Eva Stern Math and Science Data Set
Attachment C - Desegregation Impact Statement

7. **Rep-075-26/27**

Approval of the Renewal Petition for Alliance Susan and Eric Smidt Technology High [PUBLIC HEARING]
Charter Schools Division

(Approval of the Renewal Petition for Alliance Susan and Eric Smidt Technology High) Recommends approval of the renewal petition for Alliance Susan and Eric Smidt Technology High, a Middle performing, Start-Up Independent charter school, with a benchmark in the area of academics (English Learner Progress Indicator), located in Board District 2 and Region East, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 600 students in grades 9-12 in each year of the charter term.

Attachments: Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Alliance Susan and Eric Smidt Technology High Data Set
Attachment C - Desegregation Impact Statement

8. **Rep-076-26/27**

Approval of the Renewal Petition for Alliance Ted K. Tajima High [PUBLIC HEARING]
Charter Schools Division

(Approval of the Renewal Petition for Alliance Ted K. Tajima High) Recommends approval of the renewal petition for Alliance Ted K. Tajima High, a Middle performing, Start-Up Independent charter school, located in Board District 2 and Region East, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 500 students in grades 9-12 in each year of the charter term.

Attachments: Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Alliance Ted K. Tajima High Data Set
Attachment C - Desegregation Impact Statement

9. **Rep-085-26/27**

Approval of the Renewal Petition for Equitas Academy 3 Charter [PUBLIC HEARING]
Charter Schools Division

(Approval of the Renewal Petition for Equitas Academy 3 Charter) Recommends approval of the renewal petition for Equitas Academy 3 Charter, a Middle performing, Start-Up Independent charter school, with a benchmark in the area of academics (English Learner Progress Indicator) located in Board District 2 and Region East, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 500 students in grades TK-4 in each year of the charter term.

Attachments: Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Equitas Academy 3 Charter Data Set
Attachment C - Desegregation Impact Statement

10. **Rep-089-26/27**

Approval of the Renewal Petition for Everest Value [PUBLIC HEARING]
Charter Schools Division

(Approval of the Renewal Petition for Everest Value) Recommends approval of the renewal petition for Everest Value, a Middle performing, Start-Up Independent charter school, with benchmarks in the area of academics (Science for All Students; Science for English Learner student group) and academic engagement (Chronic Absenteeism), located in Board District 2 and Region East, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 480 students in grades TK-8 in each year of the charter term.

Attachments: Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Everest Value Data Set
Attachment C - Desegregation Impact Statement

11. **Rep-098-26/27**

Approval of the Renewal Petition for Rise Kohyang High [PUBLIC HEARING]

Charter Schools Division

(Approval of the Renewal Petition for Rise Kohyang High) Recommends approval of the renewal petition for Rise Kohyang High, a Middle performing, Start-Up Independent charter school, located in Board District 2 and Region East, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 600 students in grades 9-12 in each year of the charter term.

Attachments:
Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Rise Kohyang High Data Set
Attachment C - Desegregation Impact Statement

12. **Rep-083-26/27**

Approval of the Renewal Petition for Birmingham Community Charter High [PUBLIC HEARING]

Charter Schools Division

(Approval of the Renewal Petition for Birmingham Community Charter High) Recommends approval of the renewal petition for Birmingham Community Charter High, a Middle performing, Conversion Independent charter school, located in Board District 3 and Region North, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 3,200 students in grades 9-12 in each year of the charter term.

Attachments:
Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Birmingham Community Charter High Data Set
Attachment C - Desegregation Impact Statement

13. **Rep-090-26/27**

Approval of the Renewal Petition for Granada Hills Charter [PUBLIC HEARING]
Charter Schools Division

(Approval of the Renewal Petition for Granada Hills Charter) Recommends approval of the renewal petition for Granada Hills Charter, a High performing, Conversion Independent charter school, located in Board District 3 and Region North, for seven (7) years, beginning July 1, 2027, until June 30, 2034, to serve up to 6,925 students in grades TK-12 in each year of the charter term.

Attachments: Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Granada Hills Charter Data Set
Attachment C - Desegregation Impact Statement

14. **Rep-096-26/27**

Approval of the Renewal Petition for Multicultural Learning Center [PUBLIC HEARING]
Charter Schools Division

(Approval of the Renewal Petition for Multicultural Learning Center) Recommends approval of the renewal petition for Multicultural Learning Center, a Middle performing, Start-Up Independent charter school, located in Board District 3 and Region North, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 533 students in grades TK-8 in each year of the charter term.

Attachments: Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Multicultural Learning Center Data Set
Attachment C - Desegregation Impact Statement

15. **Rep-105-26/27**

Approval of the Renewal Petition for Village Charter Academy [PUBLIC HEARING]
Charter Schools Division

(Approval of the Renewal Petition for Village Charter Academy) Recommends approval of the renewal petition for Village Charter Academy, a High performing, Start-Up Independent charter school, located in Board District 3 and Region North, for six (6) years, beginning July 1, 2027, until June 30, 2033, to serve up to 350 students in grades TK-5 in each year of the charter term.

Attachments: Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Village Charter Academy Data Set
Attachment C - Desegregation Impact Statement

16. **Rep-084-26/27**

Approval of the Renewal Petition for CHIME Institute's Schwarzenegger Community [PUBLIC HEARING]
Charter Schools Division

(Approval of the Renewal Petition for CHIME Institute's Schwarzenegger Community) Recommends approval of the renewal petition for CHIME Institute's Schwarzenegger Community, a Middle performing, Start-Up Independent charter school, located in Board District 4 and Region North, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 772 students in grades TK-8 in each year of the charter term.

Attachments: Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - CHIME Institute's Schwarzenegger Community Data Set
Attachment C - Desegregation Impact Statement

17. **Rep-107-26/27**

Approval of the Renewal Petition for WISH Academy High [PUBLIC HEARING]
Charter Schools Division

(Approval of the Renewal Petition for WISH Academy High) Recommends approval of the renewal petition for WISH Academy High, a Middle performing, Start-Up Independent charter school, located in Board District 4 and Region West, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 500 students in grades 9-12 in each year of the charter term.

Attachments: Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - WISH Academy High Data Set
Attachment C - Desegregation Impact Statement

18. **Rep-108-26/27**

Approval of the Renewal Petition for WISH Community [PUBLIC HEARING]
Charter Schools Division

(Approval of the Renewal Petition for WISH Community) Recommends approval of the renewal petition for WISH Community, a High performing, Start-Up Independent charter school, located in Board District 4 and Region West, for six (6) years, beginning July 1, 2027, until June 30, 2033, to serve up to 847 students in grades TK-8 in each year of the charter term.

Attachments: Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - WISH Community Data Set
Attachment C - Desegregation Impact Statement

19. **Rep-071-26/27**

Approval of the Renewal Petition for Alliance Margaret M. Bloomfield Technology Academy High [PUBLIC HEARING]

Charter Schools Division

(Approval of the Renewal Petition for Alliance Margaret M. Bloomfield Technology Academy High) Recommends approval of the renewal petition for Alliance Margaret M. Bloomfield Technology Academy High, a Middle performing, Start-Up Independent charter school, located in Board District 5 and Region East, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 500 students in grades 9-12 in each year of the charter term.

Attachments:
Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Alliance Margaret M. Bloomfield Technology Academy High Data Set
Attachment C - Desegregation Impact Statement

20. **Rep-067-26/27**

Approval of the Renewal Petition for Alliance Dr. Olga Mohan High [PUBLIC HEARING]

Charter Schools Division

(Approval of the Renewal Petition for Alliance Dr. Olga Mohan High) Recommends approval of the renewal petition for Alliance Dr. Olga Mohan High, a Middle performing, Start-Up Independent charter school, located in Board District 5 and Region East, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 450 students in grades 9-12 in each year of the charter term.

Attachments:
Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Alliance Dr. Olga Mohan High Data Set
Attachment C - Desegregation Impact Statement

21. **Rep-068-26/27**

Approval of the Renewal Petition for Alliance Gertz-Ressler Richard Merkin 6-12 Complex [PUBLIC HEARING]

Charter Schools Division

(Approval of the Renewal Petition for Alliance Gertz-Ressler Richard Merkin 6-12 Complex) Recommends approval of the renewal petition for Alliance Gertz-Ressler Richard Merkin 6-12 Complex, a Middle performing, Start-Up Independent charter school, with a benchmark in the area of academics (Math for Long-Term English Learners), located in Board District 5 and Region South, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 1,010 students in grades 6-12 in each year of the charter term.

Attachments: Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Alliance Gertz-Ressler Richard Merkin 6-12 Complex Data Set
Attachment C - Desegregation Impact Statement

22. **Rep-080-26/27**

Approval of the Renewal Petition for Ánimo Ralph Bunche Charter High [PUBLIC HEARING]

Charter Schools Division

(Approval of the Renewal Petition for Ánimo Ralph Bunche Charter High) Recommends approval of the renewal petition for Ánimo Ralph Bunche Charter High, a Middle performing, Start-Up Independent charter school, located in Board District 5 and Region East, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 625 students in grades 9-12 in each year of the charter term.

Attachments: Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Ánimo Ralph Bunche Charter High Data Set
Attachment C - Desegregation Impact Statement

23. **Rep-086-26/27**

Approval of the Renewal Petition for Equitas Academy 4 [PUBLIC HEARING]
Charter Schools Division

(Approval of the Renewal Petition for Equitas Academy 4) Recommends approval of the renewal petition for Equitas Academy 4, a Middle performing, Start-Up Independent charter school, with benchmarks in the areas of academics (ELA for Students with Disabilities) and academic engagement (Chronic Absenteeism), located in Board District 5 and Region West, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 400 students in grades 5-8 in each year of the charter term.

Attachments: Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Equitas Academy 4 Data Set
Attachment C - Desegregation Impact Statement

24. **Rep-088-26/27**

Approval of the Renewal Petition for Equitas Academy Charter [PUBLIC HEARING]
Charter Schools Division

(Approval of the Renewal Petition for Equitas Academy Charter) Recommends approval of the renewal petition for Equitas Academy Charter, a Middle performing, Start-Up Independent charter school, with a benchmark in the area of academic engagement (Chronic Absenteeism), located in Board District 5 and Region West, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 450 students in grades TK-4 in each year of the charter term.

Attachments: Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Equitas Academy Charter Data Set
Attachment C - Desegregation Impact Statement

25. **Rep-092-26/27**

Approval of the Renewal Petition for ISANA Cardinal Academy [PUBLIC HEARING]
Charter Schools Division

(Approval of the Renewal Petition for ISANA Cardinal Academy) Recommends approval of the renewal petition for ISANA Cardinal Academy, a Middle performing, Start-Up Independent charter school, located in Board District 6 and Region North, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 490 students in grades TK-8 by the end of the charter term.

Attachments:
Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - ISANA Cardinal Academy Data Set
Attachment C - Desegregation Impact Statement

26. **Rep-094-26/27**

Approval of the Renewal Petition for ISANA Palmati Academy [PUBLIC HEARING]
Charter Schools Division

(Approval of the Renewal Petition for ISANA Palmati Academy) Recommends approval of the renewal petition for ISANA Palmati Academy, a Middle performing, Start-Up Independent charter school, with a benchmark in the area of academic engagement (Chronic Absenteeism) located in Board District 6 and Region North, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 490 students in grades TK-8 in each year of the charter term.

Attachments:
Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - ISANA Palmati Academy Data Set
Attachment C - Desegregation Impact Statement

27. **Rep-103-26/27**

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

(Approval of the Renewal Petition for Valor Academy Elementary) Recommends approval of the renewal petition for Valor Academy Elementary, a Middle performing, Start-Up Independent charter school, located in Board District 6 and Region North, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 468 students in grades TK-4 in each year of the charter term.

Attachments: Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Valor Academy Elementary Data Set
Attachment C - Desegregation Impact Statement

28. **Rep-064-26/27**

Approval of the Renewal Petition for Alliance College-Ready Middle Academy 4 [PUBLIC HEARING]
Charter Schools Division

(Approval of the Renewal Petition for Alliance College-Ready Middle Academy 4) Recommends approval of the renewal petition for Alliance College-Ready Middle Academy 4, a Middle performing, Start-Up Independent charter school, with a benchmark in the area of academics (ELA for Students with Disabilities), located in Board District 7 and Region South, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 450 students in grades 6-8 in each year of the charter term.

Attachments: Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Alliance College-Ready Middle Academy 4 Data Set
Attachment C - Desegregation Impact Statement

29. **Rep-073-26/27**

Approval of the Renewal Petition for Alliance Patti and Peter Neuwirth Leadership Academy [PUBLIC HEARING]
Charter Schools Division

(Approval of the Renewal Petition for Alliance Patti and Peter Neuwirth Leadership Academy) Recommends approval of the renewal petition for Alliance Patti and Peter Neuwirth Leadership Academy, a Middle performing, Start-Up Independent charter school, located in Board District 7 and Region East, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 600 students in grades 9-12 in each year of the charter term.

Attachments: Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Alliance Patti and Peter Neuwirth Leadership Academy Data Set
Attachment C - Desegregation Impact Statement

30. **Rep-079-26/27**

Approval of the Renewal Petition for Ánimo Pat Brown [PUBLIC HEARING]
Charter Schools Division

(Approval of the Renewal Petition for Ánimo Pat Brown) Recommends approval of the renewal petition for Ánimo Pat Brown, a Middle performing, Start-Up Independent charter school, located in Board District 7 and Region South, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 625 students in grades 9-12 in each year of the charter term.

Attachments: Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Ánimo Pat Brown Data Set
Attachment C - Desegregation Impact Statement

31. **Rep-082-26/27**

Approval of the Renewal Petition for Ánimo Watts College Preparatory Academy [PUBLIC HEARING]
Charter Schools Division

(Approval of the Renewal Petition for Ánimo Watts College Preparatory Academy) Recommends approval of the renewal petition for Ánimo Watts College Preparatory Academy, a Middle performing, Start-Up Independent charter school, located in Board District 7 and Region South, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 575 students in grades 9-12 in each year of the charter term.

Attachments: Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Ánimo Watts College Preparatory Academy Data Set
Attachment C - Desegregation Impact Statement

32. **Rep-102-26/27**

Approval of the Renewal Petition for Synergy Quantum Academy [PUBLIC HEARING]
Charter Schools Division

(Approval of the Renewal Petition for Synergy Quantum Academy) Recommends approval of the renewal petition for Synergy Quantum Academy, a Middle performing, Start-Up Independent charter school, with a benchmark in the area of academics (English Learner Progress Indicator), located in Board District 7 and Region East, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 583 students in grades 9-12 in each year of the charter term.

Attachments: Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Synergy Quantum Academy Data Set
Attachment C - Desegregation Impact Statement

33. **Rep-095-26/27**

Approval of the Renewal Petition for KIPP Endeavor College Preparatory Charter [PUBLIC HEARING]
Charter Schools Division

(Approval of the Renewal Petition for KIPP Endeavor College Preparatory Charter) Recommends approval of the renewal petition for KIPP Endeavor College Preparatory Charter, a Middle performing, Start-Up Independent charter school, with a benchmark in the area of academics (Math for Students with Disabilities), located in Board District 2 and Region East, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 663 students in grades TK-8 in each year of the charter term.

Attachments: Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - KIPP Endeavor College Preparatory Charter Data Set
Attachment C - Desegregation Impact Statement

34. **Rep-099-26/27**

Approval of the Renewal Petition for Rise Kohyang Middle [PUBLIC HEARING]
Charter Schools Division

(Approval of the Renewal Petition for Rise Kohyang Middle) Recommends approval of the renewal petition for Rise Kohyang Middle, a Middle performing, Start-Up Independent charter school, with a benchmark in the area of academic engagement (Chronic Absenteeism), located in Board District 2 and Region East, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 450 students in grades 6-8 in each year of the charter term.

Attachments: Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Rise Kohyang Middle Data Set
Attachment C - Desegregation Impact Statement

35. **Rep-093-26/27**

Approval of the Renewal Petition for ISANA Himalia Academy [PUBLIC HEARING]
Charter Schools Division

(Approval of the Renewal Petition for ISANA Himalia Academy) Recommends approval of the renewal petition for ISANA Himalia Academy, a Middle performing, Start-Up Independent charter school, located in Board District 5 and Region East, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 756 students in grades TK-8 in each year of the charter term.

Attachments: Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - ISANA Himalia Academy Data Set
Attachment C - Desegregation Impact Statement

36. **Rep-106-26/27**

Approval of the Renewal Petition for Vista Horizon Global Academy [PUBLIC HEARING]
Charter Schools Division

(Approval of the Renewal Petition for Vista Horizon Global Academy) Recommends approval of the renewal petition for Vista Horizon Global Academy, a Middle performing, Start-Up Independent charter school, with a benchmark in the area of academics (ELA for Latino students) located in Board District 5 and Region West, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 450 students in grades TK-5 in each year of the charter term.

Attachments: Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Vista Horizon Global Academy Data Set
Attachment C - Desegregation Impact Statement

37. **Rep-069-26/27**

Approval of the Renewal Petition for Alliance Jack H. Skirball Middle [PUBLIC HEARING]

Charter Schools Division

(Approval of the Renewal Petition for Alliance Jack H. Skirball Middle) Recommends approval of the renewal petition for Alliance Jack H. Skirball Middle, a Middle performing, Start-Up Independent charter school, with benchmarks in the areas of academics (English Language Arts for Students with Disabilities; Math for both Students with Disabilities and Long-Term English Learners) and academic engagement (Chronic Absenteeism), located in Board District 7 and Region South, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 450 students in grades 6-8 in each year of the charter term.

Attachments: Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Alliance Jack H. Skirball Middle Data Set
Attachment C - Desegregation Impact Statement

38. **Rep-100-26/27**

Approval of the Renewal Petition for Scholarship Prep - South Bay [PUBLIC HEARING]

Charter Schools Division

(Approval of the Renewal Petition for Scholarship Prep - South Bay) Recommends approval of the renewal petition for Scholarship Prep - South Bay, a Middle performing, Start-Up Independent charter school, with a benchmark in the area of academics (ELPI), located in Board District 7 and Region South, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 420 students in grades TK-8 in each year of the charter term.

Attachments: Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Scholarship Prep – South Bay Data Set
Attachment C - Desegregation Impact Statement

39. **Rep-074-26/27**

Approval of the Renewal Petition for Alliance Renee and Meyer Luskin Academy High [PUBLIC HEARING]
Charter Schools Division

(Approval of the Renewal Petition for Alliance Renee and Meyer Luskin Academy High) Recommends approval of the renewal petition for Alliance Renee and Meyer Luskin Academy High, a Middle performing, Start-Up Independent charter school, with benchmarks in the areas of academics (English Language Arts for the English Learner student group) and conditions and climate (Suspension Rate for the African American/Black student group), located in Board District 1 and Region South, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 600 students in grades 9-12 in each year of the charter term.

Attachments: Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Alliance Renee and Meyer Luskin Academy High Data Set
Attachment C - Alliance Renee and Meyer Luskin Academy High RSM Data Set
Attachment D - Desegregation Impact Statement

40. **Rep-087-26/27**

Approval of the Renewal Petition for Equitas Academy 6 [PUBLIC HEARING]
Charter Schools Division

(Approval of the Renewal Petition for Equitas Academy 6) Recommends approval of the renewal petition for Equitas Academy 6, a Middle performing, Start-Up Independent charter school, with a benchmark in the area of academic engagement (Chronic Absenteeism), located in Board District 5 and Region West, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 500 students in grades TK-4 in each year of the charter term.

Attachments: Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Equitas Academy 6 Data Set
Attachment C - Equitas Academy 6 RSM Data
Attachment D - Desegregation Impact Statement

41. **Rep-104-26/27**

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

(Approval of the Renewal Petition for Valor Academy Middle) Recommends approval of the renewal petition for Valor Academy Middle, a Middle performing, Start-Up Independent charter school, with benchmarks in the areas of academics (Math for English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) located in Board District 6 and Region North, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 530 students in grades 5-8 in each year of the charter term.

Attachments:
Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Valor Academy Middle Data Set
Attachment C - Valor Academy Middle RSM Data
Attachment D - Desegregation Impact Statement

42. **Rep-077-26/27**

Approval of the Renewal Petition for Ánimo James B. Taylor Charter Middle [PUBLIC HEARING]
Charter Schools Division

(Approval of the Renewal Petition for Ánimo James B. Taylor Charter Middle) Recommends approval of the renewal petition for Ánimo James B. Taylor Charter Middle, a Middle performing, Start-Up Independent charter school, with a benchmark in the area of academics (Math for the African American/Black student group), located in Board District 7 and Region South, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 525 students in grades 6-8 in each year of the charter term.

Attachments:
Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Ánimo James B. Taylor Charter Middle Data Set
Attachment C - Ánimo James B. Taylor Charter Middle RSM Data
Attachment D - Desegregation Impact Statement

43. **Rep-078-26/27**

Approval of the Renewal Petition for Ánimo Mae Jemison Charter Middle [PUBLIC HEARING]

Charter Schools Division

(Approval of the Renewal Petition for Ánimo Mae Jemison Charter Middle) Recommends approval of the renewal petition for Ánimo Mae Jemison Charter Middle, a Middle performing, Start-Up Independent charter school, with benchmarks in the area of academics (ELA for African American/Black, English Learner, and Students with Disabilities; Math for All Students, African American/Black, English Learner, and Students with Disabilities; and Science for English Learner), located in Board District 7 and Region South, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 540 students in grades 6-8 in each year of the charter term.

Attachments: Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Ánimo Mae Jemison Charter Middle Data Set
Attachment C - Ánimo Mae Jemison Charter Middle RSM Data
Attachment D - Desegregation Impact Statement

Public Hearings

44. **004-26/27**

13 Charter Schools Public Hearing
Charter School Division

Magnolia Science Academy 6 (Board District 1, Region West, Middle Performing) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 300 students (current enrollment 155) in grades 6-8with a proposed term of 2027-2032 and a proposed location of 745 S. Wilton Place, Los Angeles, CA 90005.

Anahuacalmecac International University Preparatory of North America (Board District 2, Region East, High Performing) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 500 students (current enrollment 244) in grades TK-12 with a proposed term of 2027-2034 and a proposed location of 1) 4736 Huntington Dr. South, Los Angeles, 90032; 2) 4990 Huntington Dr. South, Los Angeles, 90032; 3) 4970 Huntington Dr. South, Los Angeles, 90032.

PUC Milagro Charter (Board District 2, Region East, High Performing) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 300 students (current enrollment 272) in grades TK-5 with a proposed term of 2027-2034 and a proposed location of 1855 N. Main St., Los Angeles, CA 90031.

Magnolia Science Academy 7 (Board District 3, Region North, Middle Performing) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 300 students (current enrollment 269) in grades TK-5 with a proposed term of 2027-2032 and a proposed location of 18355 Roscoe Blvd., Northridge, CA 91325.

PUC Inspire Charter Academy (Board District 6, Region North, Middle Performing) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 360 students (current enrollment 238) in grades 6-8 with a proposed term of 2027-2032 and a proposed location of 12550 Van Nuys Blvd., Pacoima, CA 91331.

PUC Lakeview Charter Academy (Board District 6, Region North, Middle Performing) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 350 students (current enrollment 338) in grades 6-8 with a proposed term of 2027-2032 and a proposed location of 11465 Kagel Canyon St., Lake View Terrace, CA 91342.

PUC Nueva Esperanza Charter Academy (Board District 6, Region North, Middle Performing) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 360students (current enrollment 358) in grades 6-8 with a proposed term of 2027-2032 and a proposed location of 1218 N. 4th St., San Fernando, CA 91340.

PUC Triumph Charter Academy and PUC Triumph Charter High (Board District 6,

Region North, Middle Performing) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 800 students (current enrollment 805) in grades 6-12 with a proposed term of 2027-2032 and a proposed location of 13361 Glenoaks Blvd., Sylmar, CA 91342.

PUC Community Charter Elementary (Board District 6, Region North, High Performing) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 300 students (current enrollment 295) in grades TK-5 with a proposed term of 2027-2034 and a proposed location of 14019 Sayre St., Sylmar, CA 91342.

PUC Community Charter Middle and PUC Community Charter Early College High (Board District 6, Region North, High Performing) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 820 students (current enrollment 787) in grades 6-12 with a proposed term of 2027-2034 and a proposed location of 11500 Eldridge Ave., Lake View Terrace, CA 91342.

NEW Academy (Operating two (2) LAUSD-authorized charter schools) Consideration of the level of support for the material revision of the two (2) NEW Academy, LAUSD-authorized charter schools, to reduce the number of board members from 9 to 5. The two (2) NEW Academy LAUSD-authorized charter schools combined serve 809 students in grades TK-5 in Board Districts 2 and 3 in Regions East and North. The proposed change would go into effect upon approval by the LAUSD Board of Education, contingent upon NEW Academy Schools meeting all applicable requirements.

Attachments: List of Petitions for Public Hearing

Board Member Resolutions For Initial Announcement

45. **Res-012-26/27**

Ms. Griego -Promoting Tolerance, Embracing Inclusion and Establishing School Policies to Address Hate Speech (Res-012-26/27) (For Action November 10, 2026)

Whereas, In 1996, the United Nations General Assembly proclaimed November 16th as International Tolerance Day affirming that tolerance recognizes the universal human rights and freedom of others through respect, acceptance and appreciation of the rich diversity of our world's culture and promote a culture of peace;

Whereas, The Los Angeles Unified School District (District) is dedicated to fostering a safe, respectful and inclusive environment for students, staff, and parents, regardless of race, ethnicity, religion, gender identity, sexual orientation, or any other characteristics;

Whereas, The District values, celebrates and recognizes the diversity of our student body, staff and broader community;

Whereas, The District acknowledges the historical and ongoing harms caused by racism, white supremacy, anti-Blackness, and other forms of discrimination, and recognizes its responsibility to actively address these harms within our schools;

Whereas, The District recognizes that acts of hate can foster conflict, division, and unsafe school environments and, therefore, affirms the importance of actively opposing all forms of hate speech, bigotry, racial discrimination, xenophobia, gender discrimination, intolerance, and acts of extremism;

Whereas, The Human Relations Diversity and Equity department (HRDE) provides bullying prevention, healthy relationships, and LGBTQ+ supports and resources throughout the District to build safe and affirming learning and working environments for all students, staff and families;

Whereas, The District requires that all staff complete an annual online Implicit/Unconscious Bias Training;

Whereas, The District has a dedicated Commission on Human Relations which functions as a conduit between the community and the Governing Board of the Los Angeles Unified School District;

Whereas, The District annually participates in the United Against Hate campaign by holding schoolwide assemblies, signing anti-hate pledges, and recording messages for the greater school community among other activities;

Whereas, In May of 2026, the Board unanimously supported the *Wellness Without Silos: Advancing Student Wellness Through Integrated School Culture and Wellness Teams and Expanded Professional Learning* resolution, which integrates and strengthens collaboration between school-based teams focused on addressing school climate, student wellness and safety;

Whereas, The District's Strategic Plan prioritizes creating welcoming learning environments where students feel safety and a sense of belonging;

Whereas, The proliferation of anti-immigrant rhetoric, antisemitism, islamophobia and persistent anti-LGBTQ+ and anti-Black rhetoric and discrimination have contributed to increased incidents of hate speech, harassment, bias, and hate crimes targeting marginalized communities;

Whereas, the latest Los Angeles Hate Crimes Report documented 1,355 hate crime incidents in Los Angeles County for 2024, representing the second highest ever in the 44-year history of this report;

Whereas, The report further documented an increase of hate crimes taking place at K-12 schools and colleges and universities 139 to 147, accounting for 11% of all hate crimes, which is the highest count ever documented in the report;

Whereas, The California Healthy Kids Survey, collected biennially from students in public schools across the state, reported that many students reported experiencing bias-related harassment or bullying across surveyed grades, including 39% of 7th graders, 26% of 9th graders and 21% of 11th graders;

Whereas, School sites have some flexibility to tailor professional development to address the needs of their school community; and

Whereas, Local School Site Councils have the freedom to develop and pass their own school site specific Hate Speech Policy to address hate speech and foster an inclusive school environment; now, therefore be it

Resolved, That Los Angeles Unified School District recommits to actively promoting and advancing diversity, equity, cultural understanding, and inclusion throughout its schools; fostering safe, welcoming, and respectful learning environments; and recognizing and upholding the inherent dignity and worth of every person;

Resolved further, That District rejects all forms of hate speech and intolerance and will proactively address incidents of when harmful language occurs, prioritizing learning, accountability, reflection, repair, and growth, while maintaining clear behavioral expectations and consequences when speech is used to demean, intimidate, or harm;

Resolved further, That the District provides every school with professional development and resources to address bias-related bullying and harassment, including but not limited to, trainings developed by the Black Student Achievement Plan (BSAP) office and HRDE department;

Resolved further, That schools be provided the tools, resources and guidance to develop their own school site level Hate Speech Policy approved and supported by the Local School Site

Council or other school-level leadership committee/council;

Resolved further, That every school, without a current Hate Speech Policy in place, shall develop and implement its own Hate Speech Policy that ensures school personnel are trained, and equipped to interrupt, respond and report hate speech incidents. The policy shall include Tier 1, 2 and 3 strategies to address hate speech:

- Tier 1: Providing training, professional development and education for all teachers, staff, and students, with schoolwide and classroom prevention strategies that promote respect, inclusion, belonging, and safe learning environments;
- Tier 2: Establishing clear, restorative classroom and school-based strategies for responding to hate speech, including immediate intervention, support for impacted students, and opportunities for reflection and restoration;
- Tier 3: Establishing appropriate accountability practices and interventions for repeated or serious incidents utilizing restorative, supportive, and disciplinary responses;

Resolved further, That the District consider using the Student School Experience Survey to better understand the extent of the issue of hate speech in our school campuses by directly incorporating questions related to how students and staff experience hate speech on campus, and, be it finally;

Resolved, That the District will provide an implementation plan for this resolution no later than March 2027, and shall ensure that all TK-12 grade schools have a Hate Speech Policy in place by the spring semester of the 2027-2028 school year.

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New Business for Action

46. **Rep-161-26/27**

Adoption of Selected Board Bylaws
Office of the Board Secretariat

(Adoption of Selected Board Bylaws) Recommends adoption of the following Board bylaws and Board policies:

Bylaw 9000, Role of the LAUSD Board of Education
Bylaw 9005, Governance Standards
Bylaw 9200, Limits of Board Member Authority
Policy 2000, Concepts and Roles
Policy 2110, Superintendent Responsibilities and Duties

Attachments: BR 161 Att A-E Policy Packet

Adjournment

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

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

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

Materials related to an item on this Order of Business distributed to the Board of Education are available for public inspection at the Security Desk on the first floor of the Administrative Headquarters, and at:

https://www.lausd.org/boe#calendar73805/20240303/event/69358

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

Board of Education Report

File #: Rep-072-26/27, **Version:** 1 **Agenda Date:** 10/13/2026
In Control: Charter Schools Division

Approval of the Renewal Petition for Alliance Ouchi-O'Donovan 6-12 Complex [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Alliance Ouchi-O'Donovan 6-12 Complex) Recommends approval of the renewal petition for Alliance Ouchi-O'Donovan 6-12 Complex, a Middle performing, Start-Up Independent charter school, with benchmarks in the areas of academics (ELA, Math, and Science for Long-Term English Learners; and Math for Students with Disabilities), located in Board District 1 and Region South, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 1,015 students in grades 6-12 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Alliance Ouchi-O'Donovan 6-12 Complex ("Charter School"), a Start-Up Independent charter school, with benchmarks in the areas of academics (ELA, Math, and Science for Long-Term English Learners; and Math for Students with Disabilities), located in Board District 1 and Region South, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 1,015 students in grades 6-12 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
Alliance Ouchi-O'Donovan 6-12 Complex is a 6-12 span school currently serving 1,006 students on a private facility at 5356 S. 5th Ave., Los Angeles, CA, 90043 in Board District 1 and Region South. Alliance Ouchi-O'Donovan 6-12 Complex was originally approved by the LAUSD Board of Education on March 7, 2006. On September 25, 2018, the charter school was renewed for a five-year term to serve 1,015 students in grades 6-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Alliance Ouchi-O'Donovan 6-12 Complex expires June 30, 2027.

On July 16, 2026, Alliance Ouchi-O'Donovan 6-12 Complex submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through October 14, 2026.

An initial Public Hearing was held on August 25, 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 Alliance Ouchi-O'Donovan 6-12 Complex governing board members complete questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. Additionally, resumes and due diligence forms are requested from Alliance Ouchi-O'Donovan 6-12 Complex's Lead Petitioner; Executive Director/Chief Executive Officer or equivalent; Principal or equivalent; Financial manager or equivalent; and Chief Financial Officer or equivalent, as applicable. A confidential due diligence review of the charter school, the governing organization, and school's leaders, may be conducted by the Office of the Inspector General (OIG) as appropriate, and to the extent the OIG identifies any material concerns, 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 14 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, applicable policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms set forth in Charter School's renewal petition. The measurable pupil outcomes and method by which

pupil progress toward outcomes will be measured are set forth in the renewal petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2027.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal 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 renewal 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. 072 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's renewal petition.

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

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

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be

retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

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

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

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

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

Attachments:
Signature Page
Attachment A- Staff Assessment and Recommendation Report
Attachment B- Alliance Ouchi-O'Donovan 6-12 Complex Data Set
Attachment C- Desegregation Impact Statement

Budget, Petition, CORE Data (if applicable), and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/10nZ3pAgNhq6hu8fjo_H-ZbrYl4ICtF-y?usp=sharing>

Submitted:
09/17/26

RESPECTFULLY SUBMITTED,

ANDRÉS E. CHAIT
Superintendent of Schools

APPROVED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

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

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 072-26/27
October 13, 2026

School Name:	**Alliance Ouchi-O'Donovan 6-12 Complex**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 14, 2026**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Alliance College-Ready Public Schools**		
Location Code:	**8825**		
Type of Site(s):	**Private**		
Site Address(es):	**5356 S. 5th Ave., Los Angeles, CA, 90043**		
Board District(s):	**1**	Region(s):	**South**
Grade Levels Served:	**6-12**	Current Enrollment:	**1,006**
Grade Levels Authorized in Current Charter:	**6-12**	Approved Enrollment in Current Charter:	**1,015**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2026 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval with benchmarks for a five (5)-year term (2027-2032)**		
PROPOSED BENCHMARKS:	The following benchmarks are proposed for Alliance Ouchi-O'Donovan 6-12 Complex for the 2027-2032 charter term: 1. In each year of the charter term, the charter school shall demonstrate academic growth in English Language Arts (ELA) for Long-Term English Learners as reported on the California School Dashboard ELA Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level; or by achieving a DFS that is equal to or higher than their respective student group state average DFS. 2. In each year of the charter term, the charter school shall demonstrate academic growth in Math for Long-Term English Learners as reported on the California School Dashboard Math Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level; or by achieving a DFS that is equal to or higher than their respective student group state average DFS. 3. In each year of the charter term, the charter school shall demonstrate academic growth in Math for Students with Disabilities as reported		

PROPOSED BENCHMARKS (CONT.):	on the California School Dashboard Math Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level; or by achieving a DFS that is equal to or higher than their respective student group state average DFS. 4. In each year of the charter term, the charter school shall demonstrate academic growth in Science for Long-Term English Learners as reported on the California School Dashboard Science Academic Performance Indicator by achieving Science Points (SPs) that have Increased or Increased Significantly from the prior year as measured by Change Level; or by achieving SPs that are equal to or higher than their respective student group state average SPs. As part of ongoing oversight, the District will review the charter school's performance at its annual oversight visit to determine any appropriate actions, including consideration of the school's progress upon submission of a renewal petition at the end of the term of the charter.

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Alliance Ouchi-O'Donovan 6-12 Complex ("Charter School"), with benchmarks in the area of academics, located in Board District 1 and Region South, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 1,015 students in grades 6-12 in each year of the charter term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 14 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in

academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?

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

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)

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

Charter Petition Requirement:

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

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?

  This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	Alliance Ouchi-O'Donovan 6-12 Complex
Initial Authorization:	On March 7, 2006, Alliance Ouchi-O'Donovan 6-12 Complex (formerly named College Ready Academy High School #6) was authorized by the LAUSD Board of Education to serve 500 students in grades 9-12.
Most Recent Renewal:	The charter was renewed on September 25, 2018, for a five-year term (July 1, 2019 - June 30, 2024) to serve up to 1,015 students in grades 6-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Alliance Ouchi-O'Donovan 6-12 Complex expires June 30, 2027.
Approved Material Revisions of Current Charter:	• The Board of Education approved a request for material revision on January 14, 2025, to add an additional site within the community. • The Board of Education approved a request for material revision on December 12, 2019, to change their corporate structure and governance model.

	Alliance Ouchi-O'Donovan 6-12 Complex
Board Benchmarks in Current Charter Term:	On September 25, 2018, as part of the school's most recent renewal, the LAUSD Board of Education issued the following academic benchmarks to Alliance Ouchi-O'Donovan 6-12 Complex: 1. The school will demonstrate an ongoing increase in the percentage of "English Learners" who score Met or Exceeded performance standards in English Language Arts (ELA) as measured by CAASPP (SBAC) Assessment at a level equal to or greater than the Resident and Similar School's Medians by the end of the charter term. 2. The school will demonstrate an ongoing increase in the percentage of "English Learners" who score Met or Exceeded performance standards in Math as measured by CAASPP (SBAC) Assessment at a level equal to or greater than the Resident and Similar School's Medians by the end of the charter term. 3. The school will demonstrate an ongoing increase in the percentage of "Students with Disabilities" who score Met or Exceeded performance standards in Math as measured by CAASPP (SBAC) Assessment at a level equal to or greater than the Resident and Similar School's Medians by the end of the charter term. Please see the "Additional Information" section below.
Submission of Renewal Petition Application:	Alliance Ouchi-O'Donovan 6-12 Complex submitted its renewal petition application on July 16, 2026. The 90-day statutory timeline for Board action on the petition runs through October 14, 2026.
Concurrent Request for Material Revision:	Not Applicable
Master Plan for English Learners and Standard English Learners:	Alliance Ouchi-O'Donovan 6-12 Complex implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Alliance Ouchi-O'Donovan 6-12 Complex participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. <u>Charter School Operator</u>

Alliance Ouchi-O'Donovan 6-12 Complex is operated by Alliance College-Ready Public Schools ("Alliance"), a California nonprofit public benefit corporation that also operates 21 other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

A. Summary

Alliance Ouchi-O'Donovan 6-12 Complex has been identified by the state as a Middle performing charter school. The recommendation for renewal considers the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard ("Dashboard"), and whether there was clear and convincing verified data evidence showing the charter school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School's Dashboard performance was higher than the state in Science, English Learner Progress Indicator (ELPI), and College and Career Indicator (CCI), but lower in English Language Arts (ELA) and Math. The charter school submitted verified data. The recommendation of approval is based on a holistic review of the charter school, including performing higher than the state for the majority of applicable academic indicators.

Please see the Alliance Ouchi-O'Donovan 6-12 Complex data set.

a. 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.

Alliance Ouchi-O'Donovan 6-12 Complex Dashboard Indicators

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
Dashboard 2023	Orange	Red	Not Applicable	Green	Medium	Red	Blue	Green
Dashboard 2024	Yellow	Yellow	No Performance Color	Orange	Orange	Red	Blue	Orange
Dashboard 2025	Yellow	Orange	Yellow	Green	Green	Orange	Blue	Green

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

b. English Language Arts Indicator

In 2023 in ELA, the charter school's DFS was lower than the state for All Students, and for all numerically significant student groups. In 2024 in ELA, the charter school's DFS was lower than the state for All Students, and lower for the majority of numerically significant student groups. In 2025 in ELA, the charter school's DFS was lower than

the state for All Students, and higher than the state for three of six numerically significant student groups.

As noted above, staff is recommending a benchmark in ELA for the Long-Term English Learner (LTEL) student group. In order to improve student outcomes in ELA, charter school leaders report providing students with teacher-created exemplars before each lesson, vertically aligning pedagogical practices across grade levels, and providing weekly feedback to teachers on lesson plans with a focus on alignment to the state standards.

Alliance Ouchi-O'Donovan 6-12 Complex - English Language Arts Indicator - 2023 Dashboard

Alliance Ouchi-O'Donovan 6-12 Complex - English Language Arts Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**534**	**-51.6**	**-13.6**	**Lower**
Black or African American	100%	32	-104.2	-59.6	Lower
Latino	100%	500	-48.2	-40.2	Lower
English Learner	100%	194	-90.2	-67.7	Lower
Socioeconomically Disadvantaged	100%	525	-52.5	-42.6	Lower
Students with Disabilities	100%	56	-128.8	-96.3	Lower

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

Alliance Ouchi-O'Donovan 6-12 Complex - English Language Arts Indicator – 2024 Dashboard

Alliance Ouchi-O'Donovan 6-12 Complex - English Language Arts Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**508**	**-25.9**	**-13.2**	**Lower**
Black or African American	100%	44	-74.9	-58.9	Lower
Latino	99%	457	-21.4	-39.3	Higher
English Learner	99%	180	-76.5	-67.6	Lower
Long-Term English Learner	99%	79	-111.2	-109.6	Lower
Socioeconomically Disadvantaged	99%	483	-28.2	-40.9	Higher
Students with Disabilities	100%	54	-115.6	-95.6	Lower

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

Alliance Ouchi-O'Donovan 6-12 Complex - English Language Arts Indicator – 2025 Dashboard

Alliance Ouchi-O'Donovan 6-12 Complex - English Language Arts Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**520**	**-16.3**	**-8.1**	**Lower**
Black or African American	98%	53	-45.5	-51.3	Higher
Latino	99%	461	-13.2	-33.7	Higher
English Learner	99%	199	-62.7	-59.9	Lower
Long-Term English Learner	97%	70	-116.6	-104.5	Lower
Socioeconomically Disadvantaged	99%	499	-16.8	-35.3	Higher
Students with Disabilities	95%	49	-108.2	-89.4	Lower

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

c. Math Indicator

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

As noted above, staff is recommending a benchmark in Math for the LTEL and Students with Disabilities student groups. In order to improve student outcomes in Math, charter school leaders report providing students with math intervention classes that include push-in support from professional math tutors, and reteaching lessons based on learning gaps identified through weekly analysis of student performance data.

Alliance Ouchi-O'Donovan 6-12 - Math Indicator – 2023 Dashboard

Alliance Ouchi-O'Donovan 6-12 Complex - Mathematics Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**534**	**-109.4**	**-49.1**	**Lower**
Black or African American	100%	32	-135.1	-104.5	Lower
Latino	100%	500	-107.7	-80.8	Lower
English Learner	100%	194	-137.8	-93.4	Lower
Socioeconomically Disadvantaged	100%	525	-109.7	-80.8	Lower
Students with Disabilities	100%	56	-160.8	-127.3	Lower

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

Alliance Ouchi-O'Donovan 6-12 - Math Indicator – 2024 Dashboard

Alliance Ouchi-O'Donovan 6-12 Complex - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**510**	**-75.3**	**-47.6**	**Lower**
Black or African American	100%	44	-129.2	-102.2	Lower
Latino	99%	459	-70.3	-79.2	Higher
English Learner	99%	183	-117.9	-93.4	Lower
Long-Term English Learner	99%	79	-146.8	-163.5	Higher
Socioeconomically Disadvantaged	99%	485	-76.8	-78.2	Higher
Students with Disabilities	100%	54	-169.4	-124.3	Lower

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

Alliance Ouchi-O'Donovan 6-12 - Math Indicator – 2025 Dashboard

Alliance Ouchi-O'Donovan 6-12 Complex - Mathematics Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**521**	**-75.6**	**-42.4**	**Lower**
Black or African American	100%	54	-112.4	-95.8	Lower
Latino	99%	461	-70.8	-73.6	Higher
English Learner	99%	201	-114.8	-86.1	Lower
Long-Term English Learner	99%	71	-171.8	-158.9	Lower
Socioeconomically Disadvantaged	100%	502	-76.1	-72.9	Lower
Students with Disabilities	96%	51	-169.0	-120.7	Lower

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

d. 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 the majority of numerically significant student groups.

As noted above, staff is recommending a benchmark in Science for the LTEL student group. In order to improve student outcomes in Science, charter school leaders report providing LTEL-specific tutoring, progress monitoring, and parent outreach to encourage participation in tutoring. Additionally, the charter school reports implementing a school-wide Claim-Evidence-Reasoning (CER) writing strategy

aligned to the Next Generation Science Standards (NGSS) and California Science Test (CAST).

Alliance Ouchi-O'Donovan 6-12 – Science Indicator – 2024 Dashboard

Alliance Ouchi-O'Donovan 6-12 Complex - Science Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**99%**	**272**	**50.9**	**51.2**	**Lower**
Latino	99%	246	51.8	45.4	Higher
English Learner	100%	78	40.2	39.0	Higher
Long-Term English Learner	100%	39	33.1	32.8	Higher
Socioeconomically Disadvantaged	99%	255	50.4	45.6	Higher
Students with Disabilities	100%	31	32.9	36.7	Lower

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

Alliance Ouchi-O'Donovan 6-12 – Science Indicator – 2025 Dashboard

Alliance Ouchi-O'Donovan 6-12 Complex - Science Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**99%**	**283**	**50.9**	**52.6**	**Lower**
Latino	99%	257	51.3	47.1	Higher
English Learner	100%	113	42.8	41.1	Higher
Long-Term English Learner	100%	42	32.4	34.0	Lower
Socioeconomically Disadvantaged	99%	274	50.9	47.1	Higher

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

e. English Learner Progress Indicator

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

Alliance Ouchi-O'Donovan 6-12 - English Learner Progress Indicator – 2023 Dashboard

Alliance Ouchi-O'Donovan 6-12 Complex - English Learner Progress Indicator - 2023 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	196	53.1%	48.7%	Higher

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

Alliance Ouchi-O'Donovan 6-12 - English Learner Progress Indicator – 2024 Dashboard

Alliance Ouchi-O'Donovan 6-12 Complex - English Learner Progress Indicator - 2024 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	99%	170	48.2%	45.7%	Higher

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

Alliance Ouchi-O'Donovan 6-12 - English Learner Progress Indicator – 2025 Dashboard

Alliance Ouchi-O'Donovan 6-12 Complex - English Learner Progress Indicator - 2025 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	99%	171	50.3%	46.4%	Higher

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

f. College/Career Indicator

In 2023, 2024, and 2025, the charter school's percentage of high school graduates prepared for college or a career was higher than the state for All Students and for all numerically significant student groups.

Alliance Ouchi-O'Donovan 6-12 - College/Career Indicator – 2023 Dashboard

Alliance Ouchi-O'Donovan 6-12 Complex - College/Career Indicator - 2023 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**130**	**50.0%**	**43.9%**	**Higher**
Latino	123	51.2%	35.5%	Higher
Socioeconomically Disadvantaged	129	49.6%	35.4%	Higher

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

Alliance Ouchi-O'Donovan 6-12 - College/Career Indicator – 2024 Dashboard

Alliance Ouchi-O'Donovan 6-12 Complex - College/Career Indicator - 2024 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**140**	**45.7%**	**45.3%**	**Higher**
Latino	135	47.4%	37.4%	Higher
Socioeconomically Disadvantaged	138	45.7%	37.4%	Higher

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

Alliance Ouchi-O'Donovan 6-12 - College/Career Indicator – 2025 Dashboard

Alliance Ouchi-O'Donovan 6-12 Complex - College/Career Indicator - 2025 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**150**	**84.7%**	**51.7%**	**Higher**
Latino	137	83.9%	45.1%	Higher
English Learner	31	48.4%	24.3%	Higher
Socioeconomically Disadvantaged	148	84.5%	44.8%	Higher

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

g. Chronic Absenteeism Indicator

In 2023 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was lower than the state for All Students and for all numerically significant student groups. In 2024 and 2025, the charter schools rate of chronic absenteeism was higher than the state for All Students, and lower than the state for three of six numerically significant student groups.

In order to improve student attendance, charter school leaders report utilizing a School Attendance Review Team (SART) that closely monitors student attendance. Additionally, the charter school reports efforts to increase access to community resources, transportation services, and mental health support services for students.

h. Graduation Rate Indicator [HS only]

In 2023, 2024, and 2025, the charter school's percentage of graduated students was higher than the state for All Students and for all numerically significant student groups. Alliance Ouchi-O'Donovan 6-12 Complex's students must meet A-G requirements with a grade of "C" or better.

i. Suspension Rate Indicator

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

j. Dashboard Local Indicators

Staff also considered the Local Indicators (e.g., Basics: 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

As noted above, Alliance Ouchi-O'Donovan 6-12 Complex has three (3) benchmarks related to academics in its current term. The following summarizes the outcomes of each benchmark for each of the seven years (2019-2020 through 2025-2026) of the current charter term.

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

Benchmark 1: *The school will demonstrate an ongoing increase in the percentage of "English Learners" who score Met or Exceeded performance standards in English Language Arts (ELA) as measured by CAASPP (SBAC) Assessment at a level equal to or greater than the Resident and Similar School's Medians by the end of the charter term.*

Term Years	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Benchmark	Met	No Update	No Update	Met	Met	Not Met	Met

Benchmark was met for four years and not met for one year. No update is available for 2020-2021 and 2021-2022.

Benchmark 2: *The school will demonstrate an ongoing increase in the percentage of "English Learners" who score Met or Exceeded performance standards in Math as measured by CAASPP (SBAC) Assessment at a level equal to or greater than the Resident and Similar School's Medians by the end of the charter term.*

Term Years	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Benchmark	Met	No Update	No Update	Met	Met	Met	Met

Benchmark was met for five years. No data is available for 2020-2021 and 2021-2022.

Benchmark 3: *The school will demonstrate an ongoing increase in the percentage of "Students with Disabilities" who score Met or Exceeded performance standards in Math as measured by CAASPP (SBAC) Assessment at a level equal to or greater than the Resident and Similar School's Medians by the end of the charter term.*

Term Years	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Benchmark	Met	No Update	No Update	Met	Not Met	Met	Not Met

Benchmark was met for three years and not met for two years. No data is available for 2020-2021 and 2021-2022.

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

In accordance with Education Code section 47604.32, the District's Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for Alliance Ouchi-O'Donovan 6-12 Complex's outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2024-2025	*Developing*
2025-2026	*Proficient*
Concerns	The rating of *Developing* in 2024-2025 was due to the average of Dashboard indicators.

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	None

d. Fiscal Operations

Oversight Ratings/Concerns	
2024-2025	*Developing*
2025-2026	*Proficient*
Concerns	The rating of *Developing* in 2024-2025 was primarily due to the Alliance charter schools' pattern of financial practices related to certain expenditures, as well as delays in depositing school-site funds. Alliance represented to the District that the expenditures reviewed by the District were funded through philanthropic/private sources and provided supporting documentation. The CSD will continue to monitor these matters through the oversight process.

VI. VERIFIED DATA

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

Alliance Ouchi-O'Donovan 6-12 Complex provided verified data as part of its renewal application. The verified data was considered by staff. Ultimately, the school's performance on the California Dashboard informed the District's recommendation for approval.

VII. SUPPLEMENTAL INFORMATION

The California Department of Education (CDE) specified that, "The CORE growth model was not adopted by the California State Board of Education (SBE) as verified data."[1] The CDE further specified that, "CAASPP reported data can only be used in a manner consistent with the data reported on the CAASPP website and Dashboard. CAASPP data, and methodologies for analyzing CAASPP data (e.g., CORE Student Growth Percentiles) that are mutually agreed upon by the chartering authority and charter school, may be used to supplement Dashboard results. However, CAASPP data may not be used to dispute the Dashboard results."[2]

Charter School signed an agreement with LAUSD to submit CORE. Charter School submitted CORE Student Growth Percentiles to be used to supplement Dashboard results which was considered as part of the renewal analysis.

VIII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Alliance Ouchi-O'Donovan 6-12 Complex's ending net assets are positive.

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Ending Net Assets	$15,142,210	$15,684,860	$14,987,506	$13,170,410	$12,479,344
Net Income/Loss	$658,794	$542,650	($697,354)[1]	($1,817,096)[2]	($691,066)[3]
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment	986	981	968	995	1,006

[1] https://www.cde.ca.gov/sp/ch/verifdatafaqs.asp#can-core-data-be-used-as-verified-data-updated-06-jun-2023
[2] https://www.cde.ca.gov/sp/ch/verifdatacrit.asp

[1] According to Alliance, the reported net loss of ($697,354) for FY 2023-2024 was primarily due to lower one-time funding to the school, coupled with higher-than expected costs for outsourced substitute teaching services, repairs, and maintenance.

[2] According to the Alliance, the reported net loss of ($1,817,096) for FY 2024-2025 was primarily attributed to lower one-time funding available to the school and higher-than-expected substitute contracted services, facilities costs, sub-agreement services, and benefits costs. Alliance stated that the school is strategically utilizing its reserves to maintain quality programming while moving towards fiscal sustainability.

[3] According to Alliance, the projected net loss of ($691,066) stated in FY 2025-2026 Second Interim was primarily attributed to lower overall one-time funding available to the school. Alliance stated that the school will continue to monitor expenditures and minimize the projected year-end deficit while strategically utilizing reserves to maintain quality programming and support fiscal sustainability.

Notwithstanding the reported and projected net losses, Alliance Ouchi-O'Donovan 6-12 Complex has reported positive ending net assets of over $13.1 million for FY 2024-2025 and projected positive ending net assets of over $12.4 million for FY 2025-2026.

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.

Alliance College-Ready Public Schools					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Ending Net Assets	Net Income / (Loss)	Ending Net Assets	Net Income / (Loss)
23[4]	23[4]	$196,339,482	($14,114,517)[5]	$33,902,657	($7,009,544)[5]

[4] Effective June 30, 2025, Alliance Tennenbaum Family Technology High ("Alliance Tennenbaum") was closed following the Alliance Board's March 12, 2025, approval to voluntarily surrender Alliance Tennenbaum's charter, citing existing and projected enrollment trends and related fiscal and operational challenges. As such, there are 22 Alliance charter schools in School Years 2025-2026 and 2026-2027 that are operational and authorized by LAUSD.

[5] The Alliance organization reported a net loss of more than $14 million for the 2025-2026 school year including its related parties and charter schools, and a net loss of more

than $7 million excluding its related parties and charter schools. Alliance explained that the losses were primarily driven by several one-time events, including:

- Approximately $7 million in net losses were incurred by 17 of its 23 Alliance charter schools. According to Alliance, these losses were primarily attributable to the expiration of one-time pandemic-related funding, declines in enrollment, and higher-than-expected operating costs. Alliance asserted that the affected charter schools used their reserves to maintain program quality during the fiscal year.
- The remaining $7 million net loss reported by the Alliance Home Office was primarily attributable to additional expenditures for strategic, non-recurring investments, including the Human Resources Information System ("HRIS"), innovation and attendance initiatives, curriculum review, career and internship programs, and college persistence efforts.

Notwithstanding the net losses, the Alliance organization reported positive ending net assets of approximately $196.3 million, including its related parties and charter schools, and $33.9 million, excluding its related parties and charter schools, as of June 30, 2025.

Alliance Ouchi-O'Donovan 6-12 Complex

Board District: 1 | Region: South | Location Code: 8825

CA School Dashboard: Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	534	-51.6	-7.6	Declined	Orange	-13.6	Lower	99%	508	-25.9	25.6	Increased Significantly	Yellow	-13.2	Lower	99%	520	-16.3	9.7	Increased	Yellow	-8.1	Lower
African American/Black	100%	32	-104.2	-58.5	Declined Significantly	--	-59.6	Lower	100%	44	-74.9	29.3	Increased Significantly	Orange	-58.9	Lower	98%	53	-45.5	29.4	Increased Significantly	Yellow	-51.3	Higher
English Learner	100%	194	-90.2	5.7	Increased	Orange	-67.7	Lower	99%	180	-76.5	13.7	Increased	Orange	-67.6	Lower	99%	199	-62.7	13.8	Increased	Yellow	-59.9	Lower
Latino	100%	500	-48.2	-4.4	Declined	Orange	-40.2	Lower	99%	457	-21.4	26.8	Increased Significantly	Yellow	-39.3	Higher	99%	461	-13.2	8.2	Increased	Yellow	-33.7	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	99%	79	-111.2	1.9	Maintained	Red	-109.6	Lower	97%	70	-116.6	-5.4	Declined	Red	-104.5	Lower
Socioeconomically Disadvantaged	100%	525	-52.5	-8.4	Declined	Orange	-42.6	Lower	99%	483	-28.2	24.3	Increased Significantly	Yellow	-40.9	Higher	99%	499	-16.8	11.3	Increased	Yellow	-35.3	Higher
Students with Disabilities	100%	56	-128.8	3.7	Increased	Orange	-96.3	Lower	100%	54	-115.6	13.2	Increased	Orange	-95.6	Lower	95%	49	-108.2	7.4	Increased	Orange	-89.4	Lower

Data Sources: California School Dashboard Research data files.

Alliance Ouchi-O'Donovan 6-12 Complex

Board District: 1 | Region: South | Location Code: 8825

CA School Dashboard: Academic Performance - Math

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

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	534	-109.4	-3.1	Declined	Red	-49.1	Lower	99%	510	-75.3	34.0	Increased Significantly	Yellow	-47.6	Lower	99%	521	-75.6	-0.2	Maintained	Orange	-42.4	Lower
African American/Black	100%	32	-135.1	-5.9	Declined	--	-104.5	Lower	100%	44	-129.2	5.9	Increased	Orange	-102.2	Lower	100%	54	-112.4	16.8	Increased Significantly	Orange	-95.8	Lower
English Learner	100%	194	-137.8	0.7	Maintained	Red	-93.4	Lower	99%	183	-117.9	19.8	Increased Significantly	Orange	-93.4	Lower	99%	201	-114.8	3.1	Increased	Orange	-86.1	Lower
Latino	100%	500	-107.7	-2.8	Maintained	Red	-80.8	Lower	99%	459	-70.3	37.4	Increased Significantly	Yellow	-79.2	Higher	99%	461	-70.8	-0.5	Maintained	Orange	-73.6	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	99%	79	-146.8	19.2	Increased Significantly	Orange	-163.5	Higher	99%	71	-171.8	-25.0	Declined Significantly	Red	-158.9	Lower
Socioeconomically Disadvantaged	100%	525	-109.7	-2.4	Maintained	Red	-80.8	Lower	99%	485	-76.8	33.0	Increased Significantly	Yellow	-78.2	Higher	100%	502	-76.1	0.7	Maintained	Orange	-72.9	Lower
Students with Disabilities	100%	56	-160.8	17.5	Increased Significantly	Orange	-127.3	Lower	100%	54	-169.4	-8.7	Declined	Red	-124.3	Lower	96%	51	-169.0	0.4	Maintained	Red	-120.7	Lower

Data Sources: California School Dashboard Research data files.

Alliance Ouchi-O'Donovan 6-12 Complex

Board District: 1 | Region: South | Location Code: 8825

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														
	Dashboard 2024						Dashboard 2025							
Student Group	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	99%	272	50.9	--	51.2	Lower	99%	283	50.9	0.0	Maintained	Yellow	52.6	Lower
African American/Black	100%	22	41.8	--	41.4	--	100%	23	46.1	4.3	Increased	--	43.4	--
English Learner	100%	78	40.2	--	39.0	Higher	100%	113	42.8	2.6	Increased	Yellow	41.1	Higher
Latino	99%	246	51.8	--	45.4	Higher	99%	257	51.3	-0.5	Maintained	Yellow	47.1	Higher
Long-Term English Learner	100%	39	33.1	--	32.8	Higher	100%	42	32.4	-0.7	Maintained	Red	34.0	Lower
Socioeconomically Disadvantaged	99%	255	50.4	--	45.6	Higher	99%	274	50.9	0.5	Maintained	Yellow	47.1	Higher
Students with Disabilities	100%	31	32.9	--	36.7	Lower	100%	29	33.9	1.0	Maintained	--	38.3	--

Data Sources: California School Dashboard Research data files.

Alliance Ouchi-O'Donovan 6-12 Complex

Board District: 1 | Region: South | Location Code: 8825

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 30 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	196	53.1%	5.8	Increased	Green	48.7%	Higher	170	48.2%	-4.8	Declined	Orange	45.7%	Higher	171	50.3%	2.1	Increased	Green	46.4%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	132	45.5%	-6.7	Declined	Orange	45.8%	Lower	123	53.7%	8.2	Increased	Green	49.1%	Higher

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	52.0%	0.5%	30.6%	16.3%	45.7%	2.3%	32.2%	18.3%
2024	EL	48.2%	0.0%	31.2%	20.6%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	45.5%	0.0%	28.8%	25.8%	41.6%	3.4%	28.5%	24.7%
2025	EL	48.5%	1.8%	36.8%	12.9%	44.6%	1.3%	35.5%	17.2%
2025	LTEL	52.0%	1.6%	30.1%	16.3%	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.

Alliance Ouchi-O'Donovan 6-12 Complex

Board District: 1 | Region: South | Location Code: 8825

CA School Dashboard: Academic Performance - College / Career

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

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

College / Career Academic Indicator (CCI) - CA School Dashboard Indicator																			
	Dashboard 2023					Dashboard 2024							Dashboard 2025						
Student Group	Students	CCI	Status Level	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State
All Students	130	50.0%	Medium	43.9%	Higher	140	45.7%	-4.3	Declined	Orange	45.3%	Higher	150	84.7%	-5.3	Declined	Green	51.7%	Higher
African American/Black	6	*	*	25.1%	*	4	*	*	*	*	28.1%	*	11	90.9%	0.0	--	--	35.7%	--
English Learner	22	13.6%	Low	15.3%	--	26	19.2%	5.6	Increased	--	17.2%	--	31	48.4%	-20.8	Declined	--	24.3%	Higher
Latino	123	51.2%	Medium	35.5%	Higher	135	47.4%	-3.8	Declined	Orange	37.4%	Higher	137	83.9%	-6.4	Declined	Green	45.1%	Higher
Long-Term English Learner	--	--	--	--	--	24	16.7%	16.7	Increased	--	16.5%	--	27	51.9%	-19.0	Declined	--	24.9%	--
Socioeconomically Disadvantaged	129	49.6%	Medium	35.4%	Higher	138	45.7%	-4.0	Declined	Orange	37.4%	Higher	148	84.5%	-5.4	Declined	Green	44.8%	Higher
Students with Disabilities	13	0.0%	Very Low	12.3%	--	10	*	*	*	*	13.5%	*	16	31.3%	0.0	--	--	18.7%	--

Data Sources: California School Dashboard Research data files.

Alliance Ouchi-O'Donovan 6-12 Complex

Board District: 1 | Region: South | Location Code: 8825

CA School Dashboard: Chronic Absenteeism

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

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

Chronic Absenteeism - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	431	17.2%	3.6	Increased Significantly	Red	24.3%	Lower	429	21.9%	4.7	Increased Significantly	Red	18.6%	Higher	435	21.1%	-0.8	Declined	Orange	17.1%	Higher
African American/Black	34	32.4%	19.3	Increased	--	36.4%	Lower	44	36.4%	4.0	Increased	Red	31.3%	Higher	57	42.1%	5.7	Increased	Red	29.8%	Higher
English Learner	133	18.8%	-1.0	Declined	Yellow	26.3%	Lower	103	20.4%	1.6	Increased	Red	20.1%	Higher	89	20.2%	-0.2	Maintained	Red	18.1%	Higher
Homeless Youth	4	*	*	*	*	38.7%	*	5	*	*	*	*	32.7%	*	12	50.0%	--	--	--	30.7%	--
Latino	393	15.8%	2.1	Increased	Orange	28.4%	Lower	376	19.9%	4.2	Increased Significantly	Red	21.7%	Lower	371	17.8%	-2.2	Declined	Yellow	20.1%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	67	17.9%	-0.4	Maintained	Orange	23.9%	Lower	57	15.8%	-2.1	Declined	Yellow	22.5%	Lower
Socioeconomically Disadvantaged	417	17.5%	3.8	Increased Significantly	Red	29.9%	Lower	408	22.3%	4.8	Increased Significantly	Red	23.4%	Lower	414	21.3%	-1.0	Declined	Orange	21.7%	Lower
Students with Disabilities	50	24.0%	-0.4	Maintained	Red	33.1%	Lower	45	33.3%	9.3	Increased	Red	26.3%	Higher	44	34.1%	0.8	Increased	Red	24.9%	Higher

Data Sources: California School Dashboard Research data files.

Alliance Ouchi-O'Donovan 6-12 Complex

Board District: 1 | Region: South | Location Code: 8825

CA School Dashboard: Suspension Rate Indicator

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

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

Suspension Rate Indicator - CA School Dashboard Indicator																						
	Dashboard 2023							Dashboard 2024							Dashboard 2025							
Student Group	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	1,013	2.2%	-0.7	Declined	Green	3.5%	Lower	1,038	3.4%	1.2	Increased	Orange	3.2%	Higher	1,060	2.2%	-1.2	Declined	Green	2.9%	Lower	
African American/Black	60	6.7%	4.6	Increased	Orange	8.8%	Lower	79	17.7%	11.1	Increased	Red	8.4%	Higher	110	7.3%	-10.4	Declined	Yellow	7.7%	Lower	
English Learner	244	2.0%	-1.3	Declined	Green	3.7%	Lower	201	3.5%	1.4	Increased	Orange	3.4%	Higher	206	2.4%	-1.1	Declined	Green	3.2%	Lower	
Homeless Youth	8	*	*	*	*	6.5%	*	10	*	*	*	*	5.7%	*	21	4.8%	--	--	--	5.1%	--	
Latino	946	1.9%	-1.0	Declined	Green	3.8%	Lower	945	2.1%	0.2	Maintained	Green	3.4%	Lower	935	1.6%	-0.5	Declined	Green	3.0%	Lower	
Long-Term English Learner	--	--	--	--	--	--	--	150	4.7%	2.0	Increased	Orange	8.1%	Lower	142	1.4%	-3.3	Declined	Green	7.0%	Lower	
Socioeconomically Disadvantaged	990	2.2%	-0.7	Declined	Green	4.5%	Lower	985	3.6%	1.3	Increased	Orange	4.0%	Lower	1,023	2.1%	-1.5	Declined	Green	3.6%	Lower	
Students with Disabilities	105	2.9%	-1.5	Declined	Green	5.9%	Lower	109	6.4%	3.6	Increased	Orange	5.4%	Higher	125	3.2%	-3.2	Declined	Green	5.0%	Lower	
Two or More	4	*	*	*	*	3.3%	*	12	8.3%	--	--	--	3.0%	--	12	0.0%	-8.3	Declined	--	2.8%	--	

Data Sources: California School Dashboard Research data files.

Alliance Ouchi-O'Donovan 6-12 Complex

Board District: 1 | Region: South | Location Code: 8825

CA School Dashboard: Graduation Rate Indicator

This report shows the combined four- and five-year graduation rate for comprehensive (or traditional) high schools and Dashboard Alternative School Status (DASS) schools for all student groups in grades 9-12. This rate is based on the number of high school students who graduate with a regular high school diploma in either four or five years. The 2025 Graduation Rate Indicator includes students from the most recent graduation cohort (Class of 2025) as well as students from the prior cohort (Class of 2024) who graduated in their fifth year of high school in 2023-25. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

Graduation Rate Indicator - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State
All Students	130	100.0%	1.5	Increased	Blue	86.4%	Higher	140	99.3%	-0.7	Maintained	Blue	86.7%	Higher	150	98.0%	-1.3	Declined	Blue	87.8%	Higher
African American/Black	6	*	*	*	*	78.5%	*	4	*	*	*	*	79.1%	*	11	100.0%	--	--	--	82.6%	--
English Learner	22	100.0%	0.0	Maintained	--	73.5%	--	26	100.0%	0.0	Maintained	--	77.9%	--	31	90.3%	-9.7	Declined Significantly	--	79.7%	Higher
Latino	123	100.0%	0.8	Maintained	Blue	84.2%	Higher	135	99.3%	-0.7	Maintained	Blue	85.3%	Higher	137	97.8%	-1.4	Declined	Blue	86.9%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	24	100.0%	0.0	Maintained	--	80.8%	--	27	92.6%	-7.4	Declined Significantly	--	84.0%	--
Socioeconomically Disadvantaged	129	100.0%	1.5	Increased	Blue	83.7%	Higher	138	99.3%	-0.7	Maintained	Blue	84.4%	Higher	148	98.0%	-1.3	Declined	Blue	86.2%	Higher
Students with Disabilities	13	100.0%	12.5	Increased Significantly	--	72.7%	--	10	*	*	*	*	74.4%	*	16	93.8%	--	--	--	77.1%	--

Data Sources: California School Dashboard Research data files.

Alliance Ouchi-O’Donovan 6-12 Complex

Board District: 1 | Region: South | Location Code: 8825

Local Indicators Report

Local Indicators - CA School Dashboard Indicator			
Priority	**2023 Dashboard**	**2024 Dashboard**	**2025 Dashboard**
Basic Services and Conditions (Priority 1)	Standard Met	Standard Met	Standard Met
Implementation of State Academic Standards (Priority 2)	Standard Met	Standard Met	Standard Met
Parent and Family Engagement (Priority 3)	Standard Met	Standard Met	Standard Met
School Climate (Priority 6)	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study (Priority 7)	Standard Met	Standard Met	Standard Met

Data Sources: California School Dashboard Local Indicators Research data files.

Alliance Ouchi-O'Donovan 6-12 Complex

Board District: 1 | Region: South | Location Code: 8825

Enrollment Report

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

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

Enrollment by Ethnicity and Student Group									
	2023-2024			2024-2025			2025-2026		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	970	529,902	5,837,690	998	516,685	5,806,221	1,004	497,105	5,731,260
F/R Meal	95.3%	80.6%	61.6%	95.9%	81.9%	62.7%	94.3%	82.2%	62.4%
GATE	14.5%	11.6%	N/A	12.8%	13.0%	N/A	9.8%	14.1%	N/A
English Learner	18.2%	20.1%	18.4%	19.3%	18.6%	17.4%	17.2%	16.4%	16.2%
Foster Youth	0.3%	0.6%	0.5%	0.2%	0.5%	0.5%	0.1%	0.5%	0.5%
Homeless Youth	0.7%	2.1%	3.6%	1.4%	2.7%	4.0%	1.6%	2.4%	3.8%
Socioeconomically Disadvantaged	95.7%	81.3%	62.7%	96.4%	82.4%	63.6%	94.9%	82.7%	63.1%
Students w/ Disabilities	11.0%	14.8%	13.7%	11.3%	15.6%	14.2%	12.4%	16.4%	14.8%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%	0.7%	0.3%	0.8%
African American/Black	6.8%	7.3%	4.9%	9.5%	7.1%	4.9%	11.7%	7.2%	4.8%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.0%	3.4%	9.9%	0.0%	3.3%	10.1%	0.1%	3.3%	10.3%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%	0.1%	1.7%	2.2%
Latino	92.3%	73.8%	56.1%	89.2%	73.6%	56.1%	85.9%	72.9%	56.0%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%	0.0%	0.1%	0.4%
White	0.1%	9.8%	20.3%	0.2%	9.7%	20.0%	0.6%	9.7%	19.7%
Two or More Races	0.0%	2.0%	4.6%	0.1%	2.1%	4.8%	0.3%	2.2%	4.9%
Not Reported	0.8%	1.8%	1.1%	1.0%	2.2%	1.2%	1.4%	2.7%	1.3%

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

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

Alliance Ouchi-O'Donovan 6-12 Complex

Board District: 1 | Region: South | Location Code: 8825

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.

	2023-2024						2024-2025						2025-2026					
	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	108	16.2%	15,302	6.5%	211,186	10.6%	98	14.5%	13,052	5.9%	198,853	10.4%	75	11.9%	10,142	4.9%	174,300	9.5%
At-Risk 4-5 Years	4	0.6%	15,717	6.7%	136,188	6.8%	2	0.3%	11,406	5.2%	115,009	6.0%	9	1.4%	11,109	5.4%	113,143	6.2%
EL 0-3 Years	12	1.8%	60,574	25.7%	519,651	26.0%	36	5.3%	57,726	26.1%	516,862	26.9%	46	7.3%	48,131	23.5%	467,800	25.6%
EL 4+ Years & Not At-Risk or LTEL	53	8.0%	14,725	6.2%	207,768	10.4%	57	8.4%	13,775	6.2%	178,306	9.3%	43	6.8%	11,946	5.8%	170,621	9.3%
EL Total	177	26.6%	106,318	45.0%	1,074,793	53.8%	193	28.5%	95,959	43.3%	1,009,030	52.6%	173	27.5%	81,328	39.7%	925,864	50.7%
RFEP	488	73.4%	129,789	55.0%	924,422	46.2%	484	71.5%	125,465	56.7%	909,298	47.4%	456	72.5%	123,618	60.3%	900,560	49.3%
Total Ever EL	665	100.0%	236,107	100.0%	1,999,215	100.0%	677	100.0%	221,424	100.0%	1,918,328	100.0%	629	100.0%	204,946	100.0%	1,826,424	100.0%

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

Alliance Ouchi-O'Donovan 6-12 Complex

Board District: 1 | Region: South | Location Code: 8825

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						2025-2026					
	School			Los Angeles Unified			School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	970			529,902			998			516,685			1,004			497,105		
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**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	107	100.0%	11.0%	78,319	100.0%	14.8%	113	100.0%	11.3%	80,505	100.0%	15.6%	124	100.0%	12.4%	81,470	100.0%	16.4%
High Incidence	94	87.9%	9.7%	52,153	66.6%	9.8%	103	91.2%	10.3%	52,412	65.1%	10.1%	111	89.5%	11.1%	51,757	63.5%	10.4%
Low Incidence	13	12.1%	1.3%	26,162	33.4%	4.9%	10	8.8%	1.0%	28,084	34.9%	5.4%	13	10.5%	1.3%	29,702	36.5%	6.0%
Autism	12	11.2%	1.2%	18,713	23.9%	3.5%	9	8.0%	0.9%	20,802	25.8%	4.0%	7	5.6%	0.7%	22,739	27.9%	4.6%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%	0	0.0%	0.0%	10	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%	0	0.0%	0.0%	172	0.2%	0.0%
Emotional Disturbance	1	0.9%	0.1%	1,148	1.5%	0.2%	1	0.9%	0.1%	1,082	1.3%	0.2%	5	4.0%	0.5%	964	1.2%	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%	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%	0	0.0%	0.0%	903	1.1%	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%	1	0.8%	0.1%	3,259	4.0%	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%	0	0.0%	0.0%	1,043	1.3%	0.2%
Other Health Impairment	7	6.5%	0.7%	10,930	14.0%	2.1%	13	11.5%	1.3%	11,596	14.4%	2.2%	14	11.3%	1.4%	12,092	14.8%	2.4%
Orthopedic Impairment	0	0.0%	0.0%	533	0.7%	0.1%	0	0.0%	0.0%	434	0.5%	0.1%	0	0.0%	0.0%	405	0.5%	0.1%
Specific Learning Disability	81	75.7%	8.4%	29,615	37.8%	5.6%	87	77.0%	8.7%	29,368	36.5%	5.7%	91	73.4%	9.1%	28,727	35.3%	5.8%
Speech or Language Impairment	6	5.6%	0.6%	11,608	14.8%	2.2%	3	2.7%	0.3%	11,448	14.2%	2.2%	6	4.8%	0.6%	10,938	13.4%	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%	0	0.0%	0.0%	59	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%	0	0.0%	0.0%	158	0.2%	0.0%

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

Attachment C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
ALLIANCE OUCHI-O'DONOVAN 6-12 COMPLEX
BOARD OF EDUCATION REPORT 072– 26/27
October 13, 2026

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2027 until June 30, 2032 to serve up to 1,015 students in grades 6-12 in each year of the charter term.

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

III. Proposed Change:
The approval of this charter petition would renew the charter of Alliance Ouchi-O'Donovan 6-12 Complex for five (5) years beginning July 1, 2027, until June 30, 2032.

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

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

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

PREPARED BY:

Brent Augenblick
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

File #: Rep-081-26/27, **Version:** 1 **Agenda Date:** 10/13/2026
In Control: Charter Schools Division

Approval of the Renewal Petition for Ánimo South Los Angeles Charter [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Ánimo South Los Angeles Charter) Recommends approval of the renewal petition for Ánimo South Los Angeles Charter, a Middle performing, Start-Up Independent charter school, located in Board District 1 and Region South, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 625 students in grades 9-12 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Ánimo South Los Angeles Charter ("Charter School"), a Start-Up Independent charter school, located in Board District 1 and Region South, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 625 students in grades 9-12 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
Ánimo South Los Angeles Charter is a 9-12 school currently serving 581 students on a private facility at 11130 Western Ave., Los Angeles, CA, 90047 in Board District 1 and Region South. Ánimo South Los Angeles Charter was originally approved by the LAUSD Board of Education on October 28, 2003. On September 25, 2018, the charter school was renewed for a five-year term to serve 625 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Ánimo South Los Angeles Charter expires June 30, 2027.

On July 16, 2026, Ánimo South Los Angeles Charter submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through October 14, 2026.

An initial Public Hearing was held on August 25, 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 Ánimo South Los Angeles Charter governing board members complete questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. Additionally, resumes and

due diligence forms are requested from Ánimo South Los Angeles Charter's Lead Petitioner; Executive Director/Chief Executive Officer or equivalent; Principal or equivalent; Financial manager or equivalent; and Chief Financial Officer or equivalent, as applicable. A confidential due diligence review of the charter school, the governing organization, and school's leaders, may be conducted by the Office of the Inspector General (OIG) as appropriate, and to the extent the OIG identifies any material concerns, 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 14 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, applicable policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms set forth in Charter School's renewal petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the renewal petition.

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

authorized to continue operations as a charter school for the charter term beginning July 1, 2027.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal 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 renewal petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No.081, 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's renewal petition.

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

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

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

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

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

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

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

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

Attachments:
Signature Page
Attachment A- Staff Assessment and Recommendation Report
Attachment B- Ánimo South Los Angeles Charter Data Set
Attachment C- Desegregation Impact Statement

Budget, Petition, CORE Data (if applicable), and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1JKVB_Jn_KaIrA_xaVTmxk8ei0Y2AbFkS?usp=sharing>

Submitted:
9/17/26

RESPECTFULLY SUBMITTED,

ANDRÉS E. CHAIT
Superintendent of Schools

APPROVED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

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

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

Attachment A

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 081-26/27
October 13, 2026

School Name:	**Ánimo South Los Angeles Charter**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 14, 2026**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Green Dot Public Schools**		
Location Code:	**8505**		
Type of Site(s):	**Private**		
Site Address(es):	**11130 Western Ave., Los Angeles, CA 90047**		
Board District(s):	**1**	Region(s):	**South**
Grade Levels Served:	**9-12**	Current Enrollment:	**581**
Grade Levels Authorized in Current Charter:	**9-12**	Approved Enrollment in Current Charter:	**625**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2026 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval for a five (5)-year term (2027-2032)**		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Ánimo South Los Angeles Charter ("Ánimo South LA" or "Charter School"), located in Board District 1 and Region South, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 625 students in grades 9-12 in each year of the charter term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools

Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 14 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

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

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

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

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

III. GENERAL SCHOOL INFORMATION

A. School History

	Ánimo South Los Angeles Charter
Initial Authorization:	On October 28, 2003, Animo South Los Angeles Charter was authorized by the LAUSD Board of Education to serve 530 students in grades 9-12.
Most Recent Renewal:	The charter was renewed on September 25, 2018, for a five-year term (July 1, 2019 - June 30, 2024) to serve up to 625 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one

	Ánimo South Los Angeles Charter
Most Recent Renewal (cont.):	additional year. Thus, by operation of law, the charter term for Ánimo South LA expires June 30, 2027.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	On September 25, 2018, as part of the school's most recent renewal, the LAUSD Board of Education issued the following academic benchmark to Ánimo South LA: The school will demonstrate growth as currently measured by Distance from Level 3 (DF3) per academic year, as reported on the California School Dashboard, for "All Students" in Math as measured by CAASPP (SBAC) Assessment at a level equal to or greater than the Resident and Similar Schools Medians by the end of the charter term. Please see the "Additional Information" section below.
Submission of Renewal Petition Application:	Ánimo South LA submitted its renewal petition application on July 16, 2026. The 90-day statutory timeline for Board action on the petition runs through October 14, 2026.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Ánimo South LA implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Ánimo South LA participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Ánimo South LA is operated by Green Dot Public Schools (GDPS), a California nonprofit public benefit corporation that also operates 12 other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

A. Summary

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

Overall, Charter School's Dashboard performance was higher than the state in English Language Arts (ELA), Science, English Learner Progress Indicator (ELPI), and College and Career Indicator (CCI), but lower in Math. The charter school submitted verified data. The recommendation of approval is

based on a holistic review of the charter school, including performing higher than the state for the majority of applicable academic indicators.

Please see the Ánimo South Los Angeles Charter data set.

a. 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.

Ánimo South Los Angeles Charter Dashboard Indicators

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
Dashboard 2023	Orange	Orange	Not Applicable	Green	Medium	Not Applicable	Blue	Yellow
Dashboard 2024	Green	Orange	No Performance Color	Red	Green	Not Applicable	Blue	Orange
Dashboard 2025	Green	Yellow	Green	Green	Green	Not Applicable	Green	Blue

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

b. 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 three numerically significant student groups. In 2024 and 2025 in ELA, the charter school's DFS was higher than the state for All Students and all numerically significant student groups.

Ánimo South Los Angeles Charter - English Language Arts Indicator - 2023 Dashboard

Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**144**	**-32.1**	**-13.6**	**Lower**
Latino	100%	128	-18.7	-40.2	Higher
English Learner	100%	39	-117.3	-67.7	Lower
Socioeconomically Disadvantaged	100%	143	-32.2	-42.6	Higher

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

Ánimo South Los Angeles Charter - English Language Arts Indicator - 2024 Dashboard

Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**97%**	**126**	**15.2**	**-13.2**	**Higher**

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

Ánimo South Los Angeles Charter - English Language Arts Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
Latino	97%	105	12.5	-39.3	Higher
English Learner	98%	37	-54.7	-67.6	Higher
Socioeconomically Disadvantaged	97%	123	14.9	-40.9	Higher

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

Ánimo South Los Angeles Charter - English Language Arts Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**141**	**22.1**	**-8.1**	**Higher**
Latino	99%	125	23.0	-33.7	Higher
Socioeconomically Disadvantaged	99%	138	21.4	-35.3	Higher

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

c. Math Indicator

In 2023, 2024, and 2025 in Math, the charter school's DFS was lower than the state for All Students and for all numerically significant student groups.

In order to continue to improve student outcomes in Math, charter school leaders report implementing a collaborative approach where the Math Curriculum Specialist supports math teachers by providing professional development and assisting with scaffolding instruction. Students also receive individualized support in a Math Foundations course, which is an additional math course designed to prepare students to master grade-level standards.

Ánimo South Los Angeles Charter - Mathematics Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**144**	**-143.9**	**-49.1**	**Lower**
Latino	100%	128	-134.5	-80.8	Lower
English Learner	100%	39	-184.2	-93.4	Lower
Socioeconomically Disadvantaged	100%	143	-143.4	-80.8	Lower

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

Ánimo South Los Angeles Charter - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**128**	**-121.0**	**-47.6**	**Lower**
Latino	98%	107	-121.1	-79.2	Lower
English Learner	100%	38	-169.8	-93.4	Lower

Ánimo South Los Angeles Charter - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
Socioeconomically Disadvantaged	98%	125	-122.3	-78.2	Lower

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

Ánimo South Los Angeles Charter - Mathematics Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**142**	**-84.0**	**-42.4**	**Lower**
Latino	99%	125	-88.1	-73.6	Lower
Socioeconomically Disadvantaged	99%	139	-84.8	-72.9	Lower

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

d. Science Indicator

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

Ánimo South Los Angeles Charter - Science Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**100%**	**125**	**48.8**	**51.2**	**Lower**
Latino	100%	104	48.4	45.4	Higher
English Learner	100%	36	39.0	39.0	Same
Socioeconomically Disadvantaged	100%	122	48.8	45.6	Higher

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

Ánimo South Los Angeles Charter - Science Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**100%**	**149**	**52.5**	**52.6**	**Lower**
Latino	100%	131	53.0	47.1	Higher
Socioeconomically Disadvantaged	100%	146	52.5	47.1	Higher

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

e. English Learner Progress Indicator

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

Ánimo South Los Angeles Charter - English Learner Progress Indicator - 2023 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	96.9%	91	54.9%	48.7%	Higher

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

Ánimo South Los Angeles Charter - English Learner Progress Indicator - 2024 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	79	36.7%	45.7%	Lower

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

Ánimo South Los Angeles Charter - English Learner Progress Indicator - 2025 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	84	52.4%	46.4%	Higher

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

f. College/Career Indicator

In 2023, 2024, and 2025, the charter school's percentage of high school graduates prepared for college or a career was higher than the state for All Students and for all numerically significant student groups.

Ánimo South Los Angeles Charter - College/Career Indicator - 2023 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**131**	**45.0%**	**43.9%**	**Higher**
Latino	103	45.6%	35.5%	Higher
Socioeconomically Disadvantaged	123	44.7%	35.4%	Higher

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

Ánimo South Los Angeles Charter - College/Career Indicator - 2024 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**142**	**54.2%**	**45.3%**	**Higher**
Latino	129	55.0%	37.4%	Higher
English Learner	40	30.0%	17.2%	Higher
Long-Term English Learner	38	28.9%	16.5%	Higher
Socioeconomically Disadvantaged	142	54.2%	37.4%	Higher

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

Ánimo South Los Angeles Charter - College/Career Indicator - 2025 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**135**	**56.3%**	**51.7%**	**Higher**
Latino	116	54.3%	45.1%	Higher
English Learner	39	33.3%	24.3%	Higher
Long-Term English Learner	33	27.3%	24.9%	Higher
Homeless	34	58.8%	26.5%	Higher
Socioeconomically Disadvantaged	134	56.0%	44.8%	Higher

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

g. Chronic Absenteeism Indicator
Not applicable

h. Graduation Rate Indicator [HS only]
In 2023, 2024, and 2025, the charter school's percentage of graduated students was higher than the state for All Students and for all numerically significant student groups. Ánimo South LA's students must earn a minimum of 240 credits with a grade of "D" or better to graduate from high school.

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., Basics: 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
As noted above, Ánimo South LA has a benchmark related to academics in its current term. The following summarizes the outcomes of each benchmark for each of the seven years (2019-2020 through 2025-2026) of the current charter term.

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

1. **Benchmark:** *The school will demonstrate growth as currently measured by Distance from Level 3 (DF3) per academic year, as reported on the California School Dashboard, for "All Students"*

in Math as measured by CAASPP (SBAC) Assessment at a level equal to or greater than the Resident and Similar Schools Medians by the end of the charter term.

Term Years	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Benchmark	Not Met	No Update	No Update	Met	No Met	Met	Met

Benchmark was Met for three years and Not Met for two years. There was No Update for two years.

Ánimo South LA's teachers are represented by the Asociación de Maestros Unidos, an affiliate of the California Teachers Association (CTA). Classified staff are represented by Ánimo Classified Employees Association, a CTA affiliate collective bargaining unit

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

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

a. Governance

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

VI. VERIFIED DATA

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

Ánimo South LA provided verified data as part of its renewal application. The verified data was considered by staff. Ultimately, the school's performance on the California Dashboard informed the District's recommendation for approval.

VII. SUPPLEMENTAL INFORMATION

The California Department of Education (CDE) specified that, "The CORE growth model was not adopted by the California State Board of Education (SBE) as verified data."[1] The CDE further specified that, "CAASPP reported data can only be used in a manner consistent with the data reported on the CAASPP website and Dashboard. CAASPP data, and methodologies for analyzing CAASPP data (e.g., CORE Student Growth Percentiles) that are mutually agreed upon by the chartering authority and charter school, may be used to supplement Dashboard results. However, CAASPP data may not be used to dispute the Dashboard results."[2]

Charter School signed an agreement with LAUSD to submit CORE. Charter School submitted CORE Student Growth Percentiles to be used to supplement Dashboard results which was considered as part of the renewal analysis.

VIII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Ánimo South Los Angeles Charter's ending net assets are positive.

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Ending Net Assets	$6,229,311	$6,241,150	$5,726,243	$5,535,253	$5,585,253
Net Income/Loss	$611,079	$11,839	($514,907)[1]	($190,990)[2]	$50,000
Transfers In/Out	$0	$0	$0	$0	$0

[1] https://www.cde.ca.gov/sp/ch/verifdatafaqs.asp#can-core-data-be-used-as-verified-data-updated-06-jun-2023
[2] https://www.cde.ca.gov/sp/ch/verifdatacrit.asp

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment	640	620	578	585	581

[1] According to GDPS, the 2023-2024 net loss was primarily due to increases in salaries and benefits, materials and supplies, occupancy due to cleaning and maintenance supplies, and shared services.

[2] According to GDPS, the 2024-2025 net loss was primarily attributable to broader demographic declines in student attendance, resulting in reduced Average Daily Attendance (ADA)-driven revenue, as well as increased student service needs. GDPS also stated that ICE-related activities negatively affected Charter School's ADA.

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.

Green Dot Public Schools					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Ending Net Assets	Net Income / (Loss)	Ending Net Assets	Net Income / (Loss)
18[3]	14[3]	$107,545,561	($7,879,195)[4]	$21,729,959	($1,726,477)[4]

[3] Aside from the fourteen (14) LAUSD-authorized GDPS charter schools, GDPS operates four (4) additional Southern California schools: Ánimo Leadership Charter High (authorized by Lennox School District), Ánimo Inglewood Charter High (authorized by Inglewood Unified School District), Ánimo City of Champions Charter High (authorized by Los Angeles County Office of Education), and Ánimo Compton Charter Middle (authorized by Compton Unified School District).

On April 24, 2026, the GDPS Board voted to self-close Ánimo Venice Charter High, effective June 30, 2026, citing the school's enrollment challenges and its negative financial condition. Additionally, on March 10, 2026, the LAUSD Board denied Alain Leroy Locke College Preparatory Academy's renewal petition. In addition, on May 12, 2026, the LAUSD Board of Education approved the material revision for Extera Public School No. 2 to join GDPS, such that GDPS would govern, operate, and manage Extera Public School No. 2. As such, there are

currently 13 GDPS charter schools in School Year 2026-2027 that are operational and authorized by LAUSD.

[4] According to GDPS, the net loss of approximately $7.9 million (including related parties and charter schools) or $1.7 million (excluding related parties and charter schools) was primarily due to school site losses of $4.3 million driven by lower-than expected revenue from enrollment and ADA declines for certain Green Dot charter schools. These declines were exacerbated by FY 2024-2025 fires, protests, and ICE-related activities, as well as planned deficits following the exhaustion of Elementary and Secondary School Emergency Relief (ESSER) funds. GDPS further stated that its Home Office posted a planned $1.7 million loss attributable to reduced revenue and lower management fees, and an additional $2.0 million resulted from a one-time write-off of a canceled facility project at one of its charter schools. Notwithstanding the net losses, the GDPS organization reported positive ending net assets of approximately $107.5 million, including its related parties and charter schools, and approximately $21.7 million, excluding its related parties and charter schools, as of June 30, 2025.

Animo South Los Angeles Charter

Board District: 1 | Region: South | Location Code: 8505

CA School Dashboard: Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	144	-32.1	1.2	Maintained	Orange	-13.6	Lower	97%	126	15.2	47.3	Increased Significantly	Green	-13.2	Higher	99%	141	22.1	6.8	Increased	Green	-8.1	Higher
African American/Black	100%	15	-134.9	-84.3	Declined Significantly	--	-59.6	--	100%	18	12.3	147.1	Increased Significantly	--	-58.9	--	94%	16	-20.2	-32.5	Declined Significantly	--	-51.3	--
English Learner	100%	39	-117.3	10.7	Increased	Orange	-67.7	Lower	98%	37	-54.7	62.6	Increased Significantly	Orange	-67.6	Higher	96%	27	-90.4	-35.7	Declined Significantly	--	-59.9	--
Latino	100%	128	-18.7	10.1	Increased	Yellow	-40.2	Higher	97%	105	12.5	31.2	Increased Significantly	Green	-39.3	Higher	99%	125	23.0	10.5	Increased	Green	-33.7	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	96%	24	-83.0	41.5	Increased Significantly	--	-109.6	--	94%	16	-147.8	-64.8	Declined Significantly	--	-104.5	--
Socioeconomically Disadvantaged	100%	143	-32.2	2.8	Maintained	Orange	-42.6	Higher	97%	123	14.9	47.1	Increased Significantly	Green	-40.9	Higher	99%	138	21.4	6.5	Increased	Green	-35.3	Higher
Students with Disabilities	100%	22	-137.2	-15.6	Declined Significantly	--	-96.3	--	100%	21	-74.4	62.8	Increased Significantly	--	-95.6	--	95%	18	-97.3	-23.0	Declined Significantly	--	-89.4	--

Data Sources: California School Dashboard Research data files.

Animo South Los Angeles Charter

Board District: 1 | Region: South | Location Code: 8505

CA School Dashboard: Academic Performance - Math

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

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	144	-143.9	4.2	Increased	Orange	-49.1	Lower	99%	128	-121.0	22.9	Increased Significantly	Orange	-47.6	Lower	99%	142	-84.0	37.0	Increased Significantly	Yellow	-42.4	Lower
African American/Black	100%	15	-220.9	-49.1	Declined Significantly	--	-104.5	--	100%	18	-144.5	76.4	Increased Significantly	--	-102.2	--	100%	16	-74.6	69.9	Increased Significantly	--	-95.8	--
English Learner	100%	39	-184.2	-5.5	Declined	Red	-93.4	Lower	100%	38	-169.8	14.3	Increased	Orange	-93.4	Lower	96%	27	-187.0	-17.2	Declined Significantly	--	-86.1	--
Latino	100%	128	-134.5	7.5	Increased	Orange	-80.8	Lower	98%	107	-121.1	13.4	Increased	Orange	-79.2	Lower	99%	125	-88.1	33.0	Increased Significantly	Yellow	-73.6	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	100%	25	-192.4	0.8	Maintained	--	-163.5	--	94%	16	-218.6	-26.2	Declined Significantly	--	-158.9	--
Socioeconomically Disadvantaged	100%	143	-143.4	4.6	Increased	Orange	-80.8	Lower	98%	125	-122.3	21.2	Increased Significantly	Orange	-78.2	Lower	99%	139	-84.8	37.4	Increased Significantly	Yellow	-72.9	Lower
Students with Disabilities	100%	22	-220.4	-20.0	Declined Significantly	--	-127.3	--	100%	21	-170.6	49.8	Increased Significantly	--	-124.3	--	95%	18	-174.6	-4.0	Declined	--	-120.7	--

Data Sources: California School Dashboard Research data files.

Animo South Los Angeles Charter

Board District: 1 | Region: South | Location Code: 8505

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														
	Dashboard 2024						Dashboard 2025							
Student Group	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%	125	48.8	--	51.2	Lower	100%	149	52.5	3.7	Increased	Green	52.6	Lower
African American/Black	100%	18	46.9	--	41.4	--	100%	17	45.7	-1.2	Maintained	--	43.4	--
English Learner	100%	36	39.0	--	39.0	Same	100%	29	38.7	-0.4	Maintained	--	41.1	--
Latino	100%	104	48.4	--	45.4	Higher	100%	131	53.0	4.6	Increased	Green	47.1	Higher
Long-Term English Learner	100%	23	33.3	--	32.8	--	100%	16	33.3	0.1	Maintained	--	34.0	--
Socioeconomically Disadvantaged	100%	122	48.8	--	45.6	Higher	100%	146	52.5	3.6	Increased	Green	47.1	Higher
Students with Disabilities	100%	21	38.1	--	36.7	--	100%	19	39.4	1.2	Maintained	--	38.3	--

Data Sources: California School Dashboard Research data files.

Animo South Los Angeles Charter

Board District: 1 | Region: South | Location Code: 8505

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 30 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	91	54.9%	15.7	Increased Significantly	Green	48.7%	Higher	79	36.7%	-18.2	Declined Significantly	Red	45.7%	Lower	84	52.4%	15.7	Increased Significantly	Green	46.4%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	68	39.7%	-17.3	Declined Significantly	Red	45.8%	Lower	63	54.0%	14.3	Increased Significantly	Green	49.1%	Higher

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	54.9%	0%	31.9%	13.2%	45.7%	2.3%	32.2%	18.3%
2024	EL	36.7%	0%	30.4%	32.9%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	39.7%	0%	25.0%	35.3%	41.6%	3.4%	28.5%	24.7%
2025	EL	52.4%	0%	32.1%	15.5%	44.6%	1.3%	35.5%	17.2%
2025	LTEL	54.0%	0%	28.6%	17.5%	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.

Animo South Los Angeles Charter

Board District: 1 | Region: South | Location Code: 8505

CA School Dashboard: Academic Performance - College / Career

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

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

College / Career Academic Indicator (CCI) - CA School Dashboard Indicator																		
	Dashboard 2023					Dashboard 2024							Dashboard 2025					
Student Group	Students	CCI	Status Level	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State
All Students	131	45.0%	Medium	43.9%	Higher	142	54.2%	9.2	Increased	Green	45.3%	Higher	135	56.3%	0.0	Maintained	Green	51.7%	Higher
African American/Black	28	42.9%	Medium	25.1%	--	12	50.0%	7.1	Increased	--	28.1%	--	16	62.5%	12.5	Increased	--	35.7%	--
English Learner	22	22.7%	Low	15.3%	--	40	30.0%	7.3	Increased	--	17.2%	Higher	39	33.3%	0.8	Maintained	Orange	24.3%	Higher
Homeless Youth	6	*	*	20.4%	*	8	*	*	*	*	21.8%	*	34	58.8%	0.0	--	--	26.5%	Higher
Latino	103	45.6%	Medium	35.5%	Higher	129	55.0%	9.4	Increased	Green	37.4%	Higher	116	54.3%	-3.1	Declined	Orange	45.1%	Higher
Long-Term English Learner	--	--	--	--	--	38	28.9%	7.9	Increased	--	16.5%	Higher	33	27.3%	-4.3	Declined	Orange	24.9%	Higher
Socioeconomically Disadvantaged	123	44.7%	Medium	35.4%	Higher	142	54.2%	9.5	Increased	Green	37.4%	Higher	134	56.0%	-0.4	Maintained	Green	44.8%	Higher
Students with Disabilities	22	22.7%	Low	12.3%	--	24	8.3%	-14.4	Declined	--	13.5%	--	25	36.0%	23.5	Increased	--	18.7%	--

Data Sources: California School Dashboard Research data files.

Animo South Los Angeles Charter

Board District: 1 | Region: South | Location Code: 8505

CA School Dashboard: Suspension Rate Indicator

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

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

Suspension Rate Indicator - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	637	1.1%	0.8	Increased	Yellow	3.5%	Lower	622	2.3%	1.2	Increased	Orange	3.2%	Lower	626	0.5%	-1.8	Declined	Blue	2.9%	Lower
African American/Black	95	3.2%	2.4	Increased	Orange	8.8%	Lower	102	6.9%	3.7	Increased	Orange	8.4%	Lower	117	1.7%	-5.2	Declined	Green	7.7%	Lower
English Learner	129	0.8%	0.8	Increased	Yellow	3.7%	Lower	103	1.9%	1.2	Increased	Orange	3.4%	Lower	110	0.0%	-1.9	Declined	Blue	3.2%	Lower
Homeless Youth	18	0.0%	0.0	Maintained	--	6.5%	--	16	0.0%	0.0	Maintained	--	5.7%	--	31	0.0%	0.0	Maintained	--	5.1%	Lower
Latino	536	0.7%	0.6	Increased	Yellow	3.8%	Lower	510	1.4%	0.6	Increased	Yellow	3.4%	Lower	496	0.2%	-1.2	Declined	Blue	3.0%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	89	2.2%	1.3	Increased	Orange	8.1%	Lower	85	0.0%	-2.2	Declined	Blue	7.0%	Lower
Socioeconomically Disadvantaged	619	1.1%	1.0	Increased	Yellow	4.5%	Lower	603	2.2%	1.0	Increased	Orange	4.0%	Lower	606	0.3%	-1.8	Declined	Blue	3.6%	Lower
Students with Disabilities	100	2.0%	2.0	Increased	Orange	5.9%	Lower	104	4.8%	2.8	Increased	Orange	5.4%	Lower	105	1.0%	-3.9	Declined	Green	5.0%	Lower

Data Sources: California School Dashboard Research data files.

Animo South Los Angeles Charter

Board District: 1 | Region: South | Location Code: 8505

CA School Dashboard: Graduation Rate Indicator

This report shows the combined four- and five-year graduation rate for comprehensive (or traditional) high schools and Dashboard Alternative School Status (DASS) schools for all student groups in grades 9-12. This rate is based on the number of high school students who graduate with a regular high school diploma in either four or five years. The 2025 Graduation Rate Indicator includes students from the most recent graduation cohort (Class of 2025) as well as students from the prior cohort (Class of 2024) who graduated in their fifth year of high school in 2023-25. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

Graduation Rate Indicator - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State
All Students	131	96.2%	-0.7	Maintained	Blue	86.4%	Higher	142	95.1%	-1.1	Declined	Blue	86.7%	Higher	135	94.8%	-0.3	Maintained	Green	87.8%	Higher
African American/Black	28	92.9%	-1.1	Declined	--	78.5%	--	12	100.0%	7.1	Increased Significantly	--	79.1%	--	16	100.0%	0.0	Maintained	--	82.6%	--
English Learner	22	95.5%	-1.3	Declined	--	73.5%	--	40	95.0%	-0.5	Maintained	--	77.9%	Higher	39	89.7%	-5.3	Declined Significantly	Orange	79.7%	Higher
Homeless Youth	6	*	*	*	*	73.7%	*	8	*	*	*	*	75.7%	*	34	94.1%	--	--	--	77.1%	Higher
Latino	103	97.1%	-0.5	Maintained	Blue	84.2%	Higher	129	94.6%	-2.5	Declined	Yellow	85.3%	Higher	116	94.0%	-0.6	Maintained	Green	86.9%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	38	97.4%	2.6	Increased	--	80.8%	Higher	33	93.9%	-3.4	Declined	Yellow	84.0%	Higher
Socioeconomically Disadvantaged	123	95.9%	-0.8	Maintained	Blue	83.7%	Higher	142	95.1%	-0.9	Maintained	Blue	84.4%	Higher	134	94.8%	-0.3	Maintained	Green	86.2%	Higher
Students with Disabilities	22	95.5%	-4.5	Declined	--	72.7%	--	24	95.8%	0.4	Maintained	--	74.4%	--	25	92.0%	-3.8	Declined	--	77.1%	--

Data Sources: California School Dashboard Research data files.

Animo South Los Angeles Charter

Board District: 1 | Region: South | Location Code: 8505

Local Indicators Report

Local Indicators - CA School Dashboard Indicator			
Priority	**2023 Dashboard**	**2024 Dashboard**	**2025 Dashboard**
Basic Services and Conditions (Priority 1)	Standard Met	Standard Met	Standard Met
Implementation of State Academic Standards (Priority 2)	Standard Met	Standard Met	Standard Met
Parent and Family Engagement (Priority 3)	Standard Met	Standard Met	Standard Met
School Climate (Priority 6)	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study (Priority 7)	Standard Met	Standard Met	Standard Met

Data Sources: California School Dashboard Local Indicators Research data files.

Animo South Los Angeles Charter

Board District: 1 | Region: South | Location Code: 8505

Enrollment Report

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

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

Enrollment by Ethnicity and Student Group									
	2023-2024			2024-2025			2025-2026		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	577	529,902	5,837,690	585	516,685	5,806,221	575	497,105	5,731,260
F/R Meal	97.9%	80.6%	61.6%	96.4%	81.9%	62.7%	96.0%	82.2%	62.4%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A	0.0%	14.1%	N/A
English Learner	15.3%	20.1%	18.4%	16.8%	18.6%	17.4%	16.7%	16.4%	16.2%
Foster Youth	0.7%	0.6%	0.5%	0.3%	0.5%	0.5%	0.2%	0.5%	0.5%
Homeless Youth	2.8%	2.1%	3.6%	3.2%	2.7%	4.0%	3.8%	2.4%	3.8%
Socioeconomically Disadvantaged	98.1%	81.3%	62.7%	96.9%	82.4%	63.6%	96.3%	82.7%	63.1%
Students w/ Disabilities	16.5%	14.8%	13.7%	16.9%	15.6%	14.2%	17.9%	16.4%	14.8%
Migrant Youth	0.0%	0.2%	0.8%	0.3%	0.2%	0.8%	0.3%	0.3%	0.8%
African American/Black	14.9%	7.3%	4.9%	17.6%	7.1%	4.9%	18.1%	7.2%	4.8%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.2%	0.1%	0.4%	0.2%	0.1%	0.4%
Asian	0.3%	3.4%	9.9%	0.5%	3.3%	10.1%	0.2%	3.3%	10.3%
Filipino	0.2%	1.7%	2.2%	0.2%	1.6%	2.2%	0.0%	1.7%	2.2%
Latino	83.9%	73.8%	56.1%	80.5%	73.6%	56.1%	80.2%	72.9%	56.0%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.4%	0.0%	0.2%	0.4%	0.0%	0.1%	0.4%
White	0.0%	9.8%	20.3%	0.3%	9.7%	20.0%	0.5%	9.7%	19.7%
Two or More Races	0.5%	2.0%	4.6%	0.7%	2.1%	4.8%	0.9%	2.2%	4.9%
Not Reported	0.0%	1.8%	1.1%	0.0%	2.2%	1.2%	0.0%	2.7%	1.3%

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

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

Animo South Los Angeles Charter

Board District: 1 | Region: South | Location Code: 8505

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.

	2023-2024						2024-2025						2025-2026					
	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	57	15.3%	15,302	6.5%	211,186	10.6%	55	15.5%	13,052	5.9%	198,853	10.4%	46	13.2%	10,142	4.9%	174,300	9.5%
At-Risk 4-5 Years	4	1.1%	15,717	6.7%	136,188	6.8%	3	0.8%	11,406	5.2%	115,009	6.0%	5	1.4%	11,109	5.4%	113,143	6.2%
EL 0-3 Years	6	1.6%	60,574	25.7%	519,651	26.0%	17	4.8%	57,726	26.1%	516,862	26.9%	23	6.6%	48,131	23.5%	467,800	25.6%
EL 4+ Years & Not At-Risk or LTEL	21	5.6%	14,725	6.2%	207,768	10.4%	23	6.5%	13,775	6.2%	178,306	9.3%	22	6.3%	11,946	5.8%	170,621	9.3%
EL Total	88	23.7%	106,318	45.0%	1,074,793	53.8%	98	27.6%	95,959	43.3%	1,009,030	52.6%	96	27.5%	81,328	39.7%	925,864	50.7%
RFEP	284	76.3%	129,789	55.0%	924,422	46.2%	257	72.4%	125,465	56.7%	909,298	47.4%	253	72.5%	123,618	60.3%	900,560	49.3%
Total Ever EL	372	100.0%	236,107	100.0%	1,999,215	100.0%	355	100.0%	221,424	100.0%	1,918,328	100.0%	349	100.0%	204,946	100.0%	1,826,424	100.0%

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

Animo South Los Angeles Charter

Board District: 1 | Region: South | Location Code: 8505

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						2025-2026					
	School			Los Angeles Unified			School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	577			529,902			585			516,685			575			497,105		
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**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	95	100.0%	16.5%	78,319	100.0%	14.8%	98	100.0%	16.8%	80,505	100.0%	15.6%	103	100.0%	17.9%	81,470	100.0%	16.4%
High Incidence	81	85.3%	14.0%	52,153	66.6%	9.8%	82	83.7%	14.0%	52,412	65.1%	10.1%	83	80.6%	14.4%	51,757	63.5%	10.4%
Low Incidence	14	14.7%	2.4%	26,162	33.4%	4.9%	16	16.3%	2.7%	28,084	34.9%	5.4%	20	19.4%	3.5%	29,702	36.5%	6.0%
Autism	12	12.6%	2.1%	18,713	23.9%	3.5%	16	16.3%	2.7%	20,802	25.8%	4.0%	18	17.5%	3.1%	22,739	27.9%	4.6%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%	0	0.0%	0.0%	10	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%	0	0.0%	0.0%	172	0.2%	0.0%
Emotional Disturbance	2	2.1%	0.3%	1,148	1.5%	0.2%	0	0.0%	0.0%	1,082	1.3%	0.2%	1	1.0%	0.2%	964	1.2%	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%	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%	0	0.0%	0.0%	903	1.1%	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%	1	1.0%	0.2%	3,259	4.0%	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%	0	0.0%	0.0%	1,043	1.3%	0.2%
Other Health Impairment	17	17.9%	2.9%	10,930	14.0%	2.1%	19	19.4%	3.2%	11,596	14.4%	2.2%	19	18.4%	3.3%	12,092	14.8%	2.4%
Orthopedic Impairment	0	0.0%	0.0%	533	0.7%	0.1%	0	0.0%	0.0%	434	0.5%	0.1%	0	0.0%	0.0%	405	0.5%	0.1%
Specific Learning Disability	62	65.3%	10.7%	29,615	37.8%	5.6%	61	62.2%	10.4%	29,368	36.5%	5.7%	60	58.3%	10.4%	28,727	35.3%	5.8%
Speech or Language Impairment	2	2.1%	0.3%	11,608	14.8%	2.2%	2	2.0%	0.3%	11,448	14.2%	2.2%	4	3.9%	0.7%	10,938	13.4%	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%	0	0.0%	0.0%	59	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%	0	0.0%	0.0%	158	0.2%	0.0%

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

Attachment C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
ÁNIMO SOUTH LOS ANGELES CHARTER
BOARD OF EDUCATION REPORT 081 – 26/27
October 13, 2026

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2027 until June 30, 2032 to serve up to 625 students in grades 9-12 in each year of the charter term.

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

III. Proposed Change:
The approval of this charter petition would renew the charter of Ánimo South Los Angeles Charter for five (5) years beginning July 1, 2027 until June 30, 2032.

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

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

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

PREPARED BY:
Imelda Phillips

IMELDA P. PHILLIPS, Ed.D.
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

File #: Rep-091-26/27, **Version:** 1 **Agenda Date:** 10/13/2026
In Control: Charter Schools Division

Approval of the Renewal Petition for ICEF View Park Preparatory Elementary [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for ICEF View Park Preparatory Elementary) Recommends approval of the renewal petition for ICEF View Park Preparatory Elementary, a Middle performing, Start-Up Independent charter school, located in Board District 1 and Region South, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 505 students in grades TK-5 in each year of the charter term.

Action Proposed:
Approve the renewal petition for ICEF View Park Preparatory Elementary ("Charter School"), a Start-Up Independent charter school, located in Board District 1 and Region South, for a term of five (5) years, beginning July 1, 2027 until June 30, 2032, to serve up to 505 students in grades TK-5 in each year of the charter term. Charter School is requesting to reduce enrollment from 650 students to 505 students to align with its enrollment projections based on its enrollment trends. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
ICEF View Park Preparatory Elementary is a TK-5 school currently serving 486 students on a private facility at 5311 S. Crenshaw Blvd., Los Angeles, CA 90043 in Board District 1 and Region South. ICEF View Park Preparatory Elementary was originally approved by the LAUSD Board of Education on March 9, 1999. On November 27, 2018, the charter school was renewed for a five-year term to serve 650 students in grades TK-5. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for ICEF View Park Preparatory Elementary expires June 30, 2027.

On July 16, 2026, ICEF View Park Preparatory Elementary submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through October 14, 2026.

An initial Public Hearing was held on August 25, 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 ICEF View Park Preparatory Elementary governing board members complete questionnaires so the

District may assess whether any conflicts of interest arise based on the information provided. Additionally, resumes and due diligence forms are requested from ICEF View Park Preparatory Elementary's Lead Petitioner; Executive Director/Chief Executive Officer or equivalent; Principal or equivalent; Financial manager or equivalent; and Chief Financial Officer or equivalent, as applicable. A confidential due diligence review of the charter school, the governing organization, and school's leaders, may be conducted by the Office of the Inspector General (OIG) as appropriate, and to the extent the OIG identifies any material concerns, 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 14 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, applicable policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms set forth in Charter School's renewal petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the renewal petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2027.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal 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 renewal petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 091, 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's renewal petition.

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

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

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

the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

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

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

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

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

Attachments:
Signature Page
Attachment A- Staff Assessment and Recommendation Report
Attachment B- ICEF View Park Preparatory Elementary Data Set
Attachment C- Desegregation Impact Statement

Budget, Petition, CORE Data (if applicable), and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/17y3-o0CZjPFYugAtzNurk4B0pnv4T7kR?usp=sharing>

Submitted:
09/17/26

RESPECTFULLY SUBMITTED,

ANDRÉS E. CHAIT
Superintendent of Schools

APPROVED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

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

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 091-26/27
October 13, 2026

School Name:	**ICEF View Park Preparatory Elementary**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 14, 2026**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Inner City Education Foundation**		
Location Code:	**2016**		
Type of Site(s):	**Private**		
Site Address(es):	**5311 S. Crenshaw Blvd., Los Angeles, CA 90043**		
Board District(s):	**1**	Region(s):	**South**
Grade Levels Served:	**TK-5**	Current Enrollment:	**486**
Grade Levels Authorized in Current Charter:	**TK-5**	Approved Enrollment in Current Charter:	**650 (see proposed change in "Action Proposed" below)**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2026 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval for a five (5)-year term (2027-2032)**		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for ICEF View Park Preparatory Elementary ("Charter School"), located in Board District 1 and Region South, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 505 students in grades TK-5 in each year of the charter term. The school is requesting to decrease its current enrollment from 650 students to 505 students to align with its enrollment projections based on its enrollment trends.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 14 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

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

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

Charter Petition Requirement:

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

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

III. GENERAL SCHOOL INFORMATION

A. School History

	ICEF View Park Preparatory Elementary
Initial Authorization:	On March 9, 1999, ICEF View Park Preparatory Elementary (formerly named View Park Preparatory Accelerated Charter) was authorized by the LAUSD Board of Education to serve 450 students in grades TK-5.
Most Recent Renewal:	The charter was renewed on November 27, 2018 for a five-year term (July 1, 2019 - June 30, 2024) to serve up to 650 students in grades TK-5.

	ICEF View Park Preparatory Elementary
Most Recent Renewal (Cont.):	Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for ICEF View Park Preparatory Elementary expires June 30, 2027.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	ICEF View Park Preparatory Elementary submitted its renewal petition application on July 16, 2026. The 90-day statutory timeline for Board action on the petition runs through October 14, 2026.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	ICEF View Park Preparatory Elementary implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	ICEF View Park Preparatory Elementary participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

ICEF View Park Preparatory Elementary is operated by Inner City Education Foundation (ICEF), a California nonprofit public benefit corporation that also operates five other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

A. Summary

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

Overall, Charter School's Dashboard performance was higher than the state in English Language Arts (ELA) and Math, but lower in Science. The charter school submitted verified data. The recommendation of approval is based on a holistic review of the charter school, including performing higher than the state for the majority of applicable academic indicators.

Please see the ICEF View Park Preparatory Elementary data set.

a. 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.

ICEF View Park Preparatory Elementary Dashboard Indicators

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
Dashboard 2023	Orange	Orange	Not Applicable	Not Applicable	Not Applicable	Yellow	Not Applicable	Green
Dashboard 2024	Orange	Yellow	No Performance Color	Not Applicable	Not Applicable	Red	Not Applicable	Blue
Dashboard 2025	Yellow	Yellow	Orange	Not Applicable	Not Applicable	Yellow	Not Applicable	Yellow

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

b. 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 for one of two numerically significant student groups. In 2024 in ELA, the charter school's DFS was lower than the state for All Students, and higher than the state for two of three numerically significant student groups. In 2025 in ELA, the charter school's DFS was lower than the state for All Students, and higher than the state for all numerically significant student groups.

ICEF View Park Preparatory Elementary - English Language Arts Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**197**	**-49.5**	**-13.6**	**Lower**
Black or African American	99%	179	-47.8	-59.6	Higher
Socioeconomically Disadvantaged	99%	194	-50.1	-42.6	Lower

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

ICEF View Park Preparatory Elementary - English Language Arts Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**199**	**-54.5**	**-13.2**	**Lower**
Black or African American	100%	176	-53.6	-58.9	Higher
Socioeconomically Disadvantaged	100%	197	-54.7	-40.9	Lower
Students with Disabilities	100%	31	-95.0	-95.6	Higher

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

ICEF View Park Preparatory Elementary - English Language Arts Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**185**	**-29.1**	**-8.1**	**Lower**
Black or African American	99%	163	-32.0	-51.3	Higher
Socioeconomically Disadvantaged	99%	183	-30.1	-35.3	Higher

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

c. 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 one of two 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 numerically significant student groups.

ICEF View Park Preparatory Elementary - Mathematics Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**197**	**-80.4**	**-49.1**	**Lower**
Black or African American	99%	179	-80.7	-104.5	Higher
Socioeconomically Disadvantaged	99%	194	-81.2	-80.8	Lower

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

ICEF View Park Preparatory Elementary - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**198**	**-65.5**	**-47.6**	**Lower**
Black or African American	100%	175	-64.9	-102.2	Higher
Socioeconomically Disadvantaged	100%	196	-65.6	-78.2	Higher
Students with Disabilities	100%	31	-105.2	-124.3	Higher

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

ICEF View Park Preparatory Elementary - Mathematics Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**185**	**-59.0**	**-42.4**	**Lower**
Black or African American	99%	163	-61.5	-95.8	Higher
Socioeconomically Disadvantaged	99%	183	-60.1	-72.9	Higher

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

d. Science Indicator

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

To increase student outcomes in this area, school leaders report that they have established a Director of Instructional Leadership position to strengthen science instruction, support curriculum implementation, and provide ongoing teacher coaching.

ICEF View Park Preparatory Elementary - Science Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**100%**	**71**	**43.9**	**51.2**	**Lower**
Black or African American	100%	66	43.3	41.4	Higher
Socioeconomically Disadvantaged	100%	71	43.9	45.6	Lower

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

ICEF View Park Preparatory Elementary - Science Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**100%**	**61**	**42.4**	**52.6**	**Lower**
Black or African American	100%	55	40.8	43.4	Lower
Socioeconomically Disadvantaged	100%	61	42.4	47.1	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 the 2023, 2024, and 2025 school years, the ELPI data was not reportable due to low numbers assessed.

f. College/Career Indicator

Not applicable

g. Chronic Absenteeism Indicator

In 2023 and 2024 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students, and for all numerically significant student groups. In 2025 the charter school's rate of chronic absenteeism was higher than the state for All Students, and for three of five numerically significant student groups.

To continue reducing the charter school's chronic absenteeism rate, school leaders report they have implemented a student-centered approach focused on early intervention, family partnerships, and positive attendance strategies. Families are contacted early through phone calls, letters, meetings, and home visits, as needed, while positive attendance is encouraged through weekly incentives, student recognition, and schoolwide celebrations.

h. Graduation Rate 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 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 outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2024-2025	*Developing*
2025-2026	*Proficient*
Concerns	The rating of *Developing* in 2024-2025 was due to the average score of the Dashboard indicators.

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2024-2025	*Developing*
2025-2026	*Developing*
Concerns	The ratings of *Developing* in 2024-2025 and 2025-2026 were primarily due to the audit findings disclosed in the respective 2023-2024 and 2024-2025 independent audit reports. See further details in the Fiscal Management and Performance section below.

VI. VERIFIED DATA

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

ICEF View Park Preparatory Elementary provided verified data as part of its renewal application. The verified data was considered by staff. Ultimately, the school's performance on the California Dashboard informed the District's recommendation for approval.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

ICEF View Park Preparatory Elementary's ending net assets are positive and have been upward trending since the 2021-2022 fiscal year.

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Ending Net Assets	$3,232,471	$3,671,280	$3,991,894	$4,280,701	$4,629,575
Net Income/Loss	$39,732	$438,809	$320,614	$288,807	$348,874
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment [A]	435	430	433	414	486

[A] ICEF View Park Preparatory Elementary proposes to decrease its enrollment capacity to 505 for its renewal charter term. See Section **I. ACTION PROPOSED** above. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

b. 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

ICEF's 2024-2025 annual independent audit report disclosed a state compliance audit finding, identified as a significant deficiency concerning Unduplicated Local Control Funding Formula Pupil Count, which pertained to **ICEF View Park Preparatory Elementary.** The 2024-2025 audit also disclosed additional three (3) state-compliance audit findings, identified as significant deficiencies concerning Mode of Instruction, the After School Education and Safety (ASES) Program, and Independent Study, pertaining to three other ICEF charter schools. The charter operator has initiated its corrective actions with specific steps to address the audit findings above. The CSD will continue to monitor these issues through its oversight process, including a review of ICEF's 2025-2026 independent audit report to evaluate the implementation of corrective actions.

ICEF's independent audit report for the fiscal year ended June 30, 2024, identified a material weakness in internal controls over financial reporting, specifically relating to the financial closing process. ICEF's 2024-2025 independent audit report indicated that this audit finding did not recur as corrective actions were implemented.

c. Other Significant Fiscal Information

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

Inner City Education Foundation					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Ending Net Assets	Net Income / (Loss)	Ending Net Assets	Net Income / (Loss)
7[1]	6	$35,475,856	$5,886,531	$4,452,754	$4,040,602

[1]Aside from the six (6) LAUSD-authorized ICEF charter schools, ICEF operates one (1) additional Southern California school: Inglewood Elementary Charter Academy (authorized by Inglewood Unified School District).

ICEF View Park Preparatory Elementary

Board District: 1 | Region: South | Location Code: 2016

CA School Dashboard: Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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	99%	197	-49.5	-0.2	Maintained	Orange	-13.6	Lower	100%	199	-54.5	-5.1	Declined	Orange	-13.2	Lower	99%	185	-29.1	25.5	Increased Significantly	Yellow	-8.1	Lower
African American/Black	99%	179	-47.8	-1.5	Maintained	Orange	-59.6	Higher	100%	176	-53.6	-5.8	Declined	Orange	-58.9	Higher	99%	163	-32.0	21.6	Increased Significantly	Yellow	-51.3	Higher
English Learner	100%	10	*	*	*	*	-67.7	*	100%	12	-64.6	--	--	--	-67.6	--	100%	9	*	*	*	*	-59.9	*
Homeless Youth	100%	8	*	*	*	*	-67.9	*	100%	17	-52.5	--	--	--	-70.4	--	100%	16	-67.6	-15.0	Declined	--	-68.9	--
Latino	100%	17	-63.1	--	--	--	-40.2	--	100%	20	-59.7	3.4	Increased	--	-39.3	--	100%	20	-19.3	40.5	Increased Significantly	--	-33.7	--
Socioeconomically Disadvantaged	99%	194	-50.1	0.5	Maintained	Orange	-42.6	Lower	100%	197	-54.7	-4.6	Declined	Orange	-40.9	Lower	99%	183	-30.1	24.6	Increased Significantly	Yellow	-35.3	Higher
Students with Disabilities	100%	27	-108.4	25.8	Increased Significantly	--	-96.3	--	100%	31	-95.0	13.5	Increased	--	-95.6	Higher	96%	27	-35.9	59.1	Increased Significantly	--	-89.4	--

Data Sources: California School Dashboard Research data files.

ICEF View Park Preparatory Elementary

Board District: 1 | Region: South | Location Code: 2016

CA School Dashboard: Academic Performance - Math

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

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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	99%	197	-80.4	2.9	Maintained	Orange	-49.1	Lower	100%	198	-65.5	14.9	Increased	Yellow	-47.6	Lower	99%	185	-59.0	6.5	Increased	Yellow	-42.4	Lower
African American/Black	99%	179	-80.7	1.6	Maintained	Orange	-104.5	Higher	100%	175	-64.9	15.7	Increased Significantly	Yellow	-102.2	Higher	99%	163	-61.5	3.4	Increased	Yellow	-95.8	Higher
English Learner	100%	10	*	*	*	*	-93.4	*	100%	12	-69.3	--	--	--	-93.4	--	100%	9	*	*	*	*	-86.1	*
Homeless Youth	100%	8	*	*	*	*	-101.3	*	100%	17	-91.3	--	--	--	-106.0	--	100%	16	-111.3	-20.0	Declined Significantly	--	-102.8	--
Latino	100%	17	-77.8	--	--	--	-80.8	--	100%	20	-63.1	14.7	Increased	--	-79.2	--	100%	20	-49.7	13.4	Increased	--	-73.6	--
Socioeconomically Disadvantaged	99%	194	-81.2	2.1	Maintained	Orange	-80.8	Lower	100%	196	-65.6	15.7	Increased Significantly	Yellow	-78.2	Higher	99%	183	-60.1	5.5	Increased	Yellow	-72.9	Higher
Students with Disabilities	100%	27	-109.1	30.7	Increased Significantly	--	-127.3	--	100%	31	-105.2	3.8	Increased	--	-124.3	Higher	96%	27	-74.4	30.9	Increased Significantly	--	-120.7	--

Data Sources: California School Dashboard Research data files.

ICEF View Park Preparatory Elementary

Board District: 1 | Region: South | Location Code: 2016

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														
	Dashboard 2024						Dashboard 2025							
Student Group	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%	71	43.9	--	51.2	Lower	100%	61	42.4	-1.5	Maintained	Orange	52.6	Lower
African American/Black	100%	66	43.3	--	41.4	Higher	100%	55	40.8	-2.5	Declined	Orange	43.4	Lower
Homeless Youth	100%	7	*	*	40.1	*	100%	11	33.7	--	--	--	41.5	--
Socioeconomically Disadvantaged	100%	71	43.9	--	45.6	Lower	100%	61	42.4	-1.5	Maintained	Orange	47.1	Lower
Students with Disabilities	100%	12	36.4	--	36.7	--	100%	13	43.6	7.2	Increased Significantly	--	38.3	--

Data Sources: California School Dashboard Research data files.

ICEF View Park Preparatory Elementary

Board District: 1 | Region: South | Location Code: 2016

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 30 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	--	--	--	--	45.7%	2.3%	32.2%	18.3%
2024	EL	--	--	--	--	43.2%	1.9%	34.4%	19.1%
2025	EL	--	--	--	--	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.

ICEF View Park Preparatory Elementary

Board District: 1 | Region: South | Location Code: 2016

CA School Dashboard: Chronic Absenteeism

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

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

Chronic Absenteeism - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	432	39.6%	-4.6	Declined Significantly	Yellow	24.3%	Higher	436	41.1%	1.5	Increased	Red	18.6%	Higher	419	25.8%	-15.3	Declined Significantly	Yellow	17.1%	Higher
African American/Black	381	39.1%	-4.4	Declined Significantly	Yellow	36.4%	Higher	385	41.3%	2.2	Increased	Red	31.3%	Higher	368	26.4%	-14.9	Declined Significantly	Yellow	29.8%	Lower
English Learner	17	35.3%	-10.9	Declined	--	26.3%	--	11	18.2%	-17.1	Declined	--	20.1%	--	5	*	*	*	*	18.1%	*
Foster Youth	7	*	*	*	*	33.6%	*	11	9.1%	--	--	--	30.5%	--	14	7.1%	-1.9	Declined	--	30.6%	--
Homeless Youth	14	14.3%	-19.0	Declined	--	38.7%	--	38	50.0%	35.7	Increased	--	32.7%	Higher	44	40.9%	-9.1	Declined	Orange	30.7%	Higher
Latino	44	45.5%	1.0	Increased	Red	28.4%	Higher	40	37.5%	-8.0	Declined	Orange	21.7%	Higher	39	15.4%	-22.1	Declined	Yellow	20.1%	Lower
Socioeconomically Disadvantaged	423	40.4%	-4.5	Declined Significantly	Yellow	29.9%	Higher	429	41.3%	0.8	Increased	Red	23.4%	Higher	413	25.9%	-15.4	Declined Significantly	Yellow	21.7%	Higher
Students with Disabilities	44	45.5%	-3.2	Declined	Orange	33.1%	Higher	59	42.4%	-3.1	Declined	Orange	26.3%	Higher	57	28.1%	-14.3	Declined	Orange	24.9%	Higher

Data Sources: California School Dashboard Research data files.

ICEF View Park Preparatory Elementary

Board District: 1 | Region: South | Location Code: 2016

CA School Dashboard: Suspension Rate Indicator

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

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

Suspension Rate Indicator - CA School Dashboard Indicator																						
	Dashboard 2023							Dashboard 2024							Dashboard 2025							
Student Group	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	440	0.5%	0.5	Increased	Green	3.5%	Lower	442	0.2%	-0.2	Maintained	Blue	3.2%	Lower	426	0.7%	0.5	Increased	Yellow	2.9%	Lower
African American/Black	386	0.5%	0.5	Increased	Green	8.8%	Lower	390	0.3%	-0.3	Declined	Blue	8.4%	Lower	374	0.8%	0.5	Increased	Yellow	7.7%	Lower
English Learner	17	0.0%	0.0	Maintained	--	3.7%	--	12	0.0%	0.0	Maintained	--	3.4%	--	5	*	*	*	*	3.2%	*
Foster Youth	7	*	*	*	*	13.6%	*	11	0.0%	--	--	--	13.2%	--	14	0.0%	0.0	Maintained	--	13.0%	--
Homeless Youth	14	0.0%	0.0	Maintained	--	6.5%	--	39	0.0%	0.0	Maintained	--	5.7%	Lower	45	4.4%	4.4	Increased	Orange	5.1%	Lower
Latino	45	0.0%	0.0	Maintained	Blue	3.8%	Lower	41	0.0%	0.0	Maintained	Blue	3.4%	Lower	40	0.0%	0.0	Maintained	Blue	3.0%	Lower
Socioeconomically Disadvantaged	430	0.5%	0.5	Increased	Green	4.5%	Lower	435	0.2%	-0.2	Maintained	Blue	4.0%	Lower	419	0.7%	0.5	Increased	Yellow	3.6%	Lower
Students with Disabilities	44	2.3%	2.3	Increased	Orange	5.9%	Lower	61	0.0%	-2.3	Declined	Blue	5.4%	Lower	58	0.0%	0.0	Maintained	Blue	5.0%	Lower

Data Sources: California School Dashboard Research data files.

ICEF View Park Preparatory Elementary

Board District: 1 | Region: South | Location Code: 2016

Local Indicators Report

Local Indicators - CA School Dashboard Indicator			
Priority	**2023 Dashboard**	**2024 Dashboard**	**2025 Dashboard**
Basic Services and Conditions (Priority 1)	Standard Met	Standard Met	Standard Met
Implementation of State Academic Standards (Priority 2)	Standard Met	Standard Met	Standard Met
Parent and Family Engagement (Priority 3)	Standard Met	Standard Met	Standard Met
School Climate (Priority 6)	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study (Priority 7)	Standard Met	Standard Met	Standard Met

Data Sources: California School Dashboard Local Indicators Research data files.

ICEF View Park Preparatory Elementary

Board District: 1 | Region: South | Location Code: 2016

Enrollment Report

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

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

Enrollment by Ethnicity and Student Group									
	2023-2024			2024-2025			2025-2026		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	434	529,902	5,837,690	411	516,685	5,806,221	484	497,105	5,731,260
F/R Meal	96.3%	80.6%	61.6%	98.5%	81.9%	62.7%	95.5%	82.2%	62.4%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A	0.0%	14.1%	N/A
English Learner	1.6%	20.1%	18.4%	1.0%	18.6%	17.4%	2.1%	16.4%	16.2%
Foster Youth	2.1%	0.6%	0.5%	2.7%	0.5%	0.5%	1.4%	0.5%	0.5%
Homeless Youth	1.8%	2.1%	3.6%	10.2%	2.7%	4.0%	10.5%	2.4%	3.8%
Socioeconomically Disadvantaged	96.3%	81.3%	62.7%	98.5%	82.4%	63.6%	95.5%	82.7%	63.1%
Students w/ Disabilities	8.5%	14.8%	13.7%	12.4%	15.6%	14.2%	13.0%	16.4%	14.8%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%	0.0%	0.3%	0.8%
African American/Black	87.8%	7.3%	4.9%	88.3%	7.1%	4.9%	86.2%	7.2%	4.8%
American Indian or Alaska Native	1.2%	0.1%	0.4%	1.7%	0.1%	0.4%	0.8%	0.1%	0.4%
Asian	0.2%	3.4%	9.9%	0.0%	3.3%	10.1%	0.0%	3.3%	10.3%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%	0.0%	1.7%	2.2%
Latino	9.4%	73.8%	56.1%	8.8%	73.6%	56.1%	12.4%	72.9%	56.0%
Native Hawaiian or Pacific Islander	0.5%	0.2%	0.4%	0.2%	0.2%	0.4%	0.2%	0.1%	0.4%
White	0.9%	9.8%	20.3%	0.5%	9.7%	20.0%	0.4%	9.7%	19.7%
Two or More Races	0.0%	2.0%	4.6%	0.0%	2.1%	4.8%	0.0%	2.2%	4.9%
Not Reported	0.0%	1.8%	1.1%	0.5%	2.2%	1.2%	0.0%	2.7%	1.3%

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

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

ICEF View Park Preparatory Elementary

Board District: 1 | Region: South | Location Code: 2016

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.

	2023-2024						2024-2025						2025-2026					
	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%	15,302	6.5%	211,186	10.6%	0	0.0%	13,052	5.9%	198,853	10.4%	0	0%	10,142	4.9%	174,300	9.5%
At-Risk 4-5 Years	3	16.7%	15,717	6.7%	136,188	6.8%	1	7.1%	11,406	5.2%	115,009	6.0%	1	5%	11,109	5.4%	113,143	6.2%
EL 0-3 Years	4	22.2%	60,574	25.7%	519,651	26.0%	2	14.3%	57,726	26.1%	516,862	26.9%	7	35%	48,131	23.5%	467,800	25.6%
EL 4+ Years & Not At-Risk or LTEL	0	0.0%	14,725	6.2%	207,768	10.4%	1	7.1%	13,775	6.2%	178,306	9.3%	2	10%	11,946	5.8%	170,621	9.3%
EL Total	7	38.9%	106,318	45.0%	1,074,793	53.8%	4	28.6%	95,959	43.3%	1,009,030	52.6%	10	50%	81,328	39.7%	925,864	50.7%
RFEP	11	61.1%	129,789	55.0%	924,422	46.2%	10	71.4%	125,465	56.7%	909,298	47.4%	10	50%	123,618	60.3%	900,560	49.3%
Total Ever EL	18	100.0%	236,107	100.0%	1,999,215	100.0%	14	100.0%	221,424	100.0%	1,918,328	100.0%	20	100%	204,946	100.0%	1,826,424	100.0%

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

ICEF View Park Preparatory Elementary

Board District: 1 | Region: South | Location Code: 2016

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						2025-2026					
	School			Los Angeles Unified			School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	434			529,902			411			516,685			484			497,105		
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**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	36	100.0%	8.3%	78,319	100.0%	14.8%	52	100.0%	12.7%	80,505	100.0%	15.6%	63	100.0%	13.0%	81,470	100.0%	16.4%
High Incidence	29	80.6%	6.7%	52,153	66.6%	9.8%	43	82.7%	10.5%	52,412	65.1%	10.1%	51	81.0%	10.5%	51,757	63.5%	10.4%
Low Incidence	7	19.4%	1.6%	26,162	33.4%	4.9%	9	17.3%	2.2%	28,084	34.9%	5.4%	12	19.0%	2.5%	29,702	36.5%	6.0%
Autism	4	11.1%	0.9%	18,713	23.9%	3.5%	6	11.5%	1.5%	20,802	25.8%	4.0%	10	15.9%	2.1%	22,739	27.9%	4.6%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%	0	0.0%	0.0%	10	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%	0	0.0%	0.0%	172	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%	0	0.0%	0.0%	964	1.2%	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%	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%	0	0.0%	0.0%	903	1.1%	0.2%
Intellectual Disability	3	8.3%	0.7%	3,393	4.3%	0.6%	2	3.8%	0.5%	3,381	4.2%	0.7%	1	1.6%	0.2%	3,259	4.0%	0.7%
Multiple Disabilities	0	0.0%	0.0%	965	1.2%	0.2%	1	1.9%	0.2%	1,035	1.3%	0.2%	1	1.6%	0.2%	1,043	1.3%	0.2%
Other Health Impairment	5	13.9%	1.2%	10,930	14.0%	2.1%	5	9.6%	1.2%	11,596	14.4%	2.2%	9	14.3%	1.9%	12,092	14.8%	2.4%
Orthopedic Impairment	0	0.0%	0.0%	533	0.7%	0.1%	0	0.0%	0.0%	434	0.5%	0.1%	0	0.0%	0.0%	405	0.5%	0.1%
Specific Learning Disability	4	11.1%	0.9%	29,615	37.8%	5.6%	8	15.4%	1.9%	29,368	36.5%	5.7%	14	22.2%	2.9%	28,727	35.3%	5.8%
Speech or Language Impairment	20	55.6%	4.6%	11,608	14.8%	2.2%	30	57.7%	7.3%	11,448	14.2%	2.2%	28	44.4%	5.8%	10,938	13.4%	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%	0	0.0%	0.0%	59	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%	0	0.0%	0.0%	158	0.2%	0.0%

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

Attachment C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
ICEF View Park Preparatory Elementary
BOARD OF EDUCATION REPORT 091 – 26/27
October, 13, 2026

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2027 until June 30, 2032 to serve up to 505 students in grades TK-5 in each year of the charter term.

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

III. Proposed Change:
The approval of this charter petition would renew the charter of ICEF View Park Preparatory Elementary for five (5) years beginning July 1, 2027 until June 30, 2032.

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

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

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

PREPARED BY:

Fabiola Garcia De Alba
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

Board of Education Report

File #: Rep-097-26/27, **Version:** 1 **Agenda Date:** 10/13/2026
In Control: Charter Schools Division

Approval of the Renewal Petition for New Heights Charter [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for New Heights Charter) Recommends approval of the renewal petition for New Heights Charter, a Middle performing, Start-Up Independent charter school, with a benchmark in the area of academics (English Language Arts for Students with Disabilities), located in Board District 1 and Region South, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 455 students in grades TK-8 in each year of the charter term.

Action Proposed:
Approve the renewal petition for New Heights Charter ("Charter School"), a Start-Up Independent charter school, with a benchmark in the area of academics (English Language Arts for Students with Disabilities), located in Board District 1 and Region South, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 455 students in grades TK-8 in each year of the charter term. Charter School is requesting to reduce enrollment from 465 students to 455 students to align with enrollment projections based on its enrollment trends. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
New Heights Charter is a TK-8 span school currently serving 395 students on a private facility at 2202 W. Martin Luther King Jr. Blvd., Los Angeles, CA, 90008, and on a District site (Martin Luther King Jr. Elementary) through Proposition 39 at 3989 S. Hobart Blvd., Los Angeles, CA, 90062 in Board District 1 and Region South. New Heights Charter was originally approved by the LAUSD Board of Education on February 21, 2006. On November 24, 2020, the charter school was renewed for a five-year term to serve 465 students in grades TK-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for New Heights Charter expires June 30, 2027.

On July 16, 2026, New Heights Charter submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through October 14, 2026.

An initial Public Hearing was held on August 25, 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 New Heights Charter governing board members complete questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. Additionally, resumes and due diligence forms are requested from New Heights Charter's Lead Petitioner; Executive Director/Chief Executive Officer or equivalent; Principal or equivalent; Financial manager or equivalent; and Chief Financial Officer or equivalent, as applicable. A confidential due diligence review of the charter school, the governing organization, and school's leaders, may be conducted by the Office of the Inspector General (OIG) as appropriate, and to the extent the OIG identifies any material concerns, 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 14 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, applicable policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms set forth in Charter School's renewal petition. The measurable pupil outcomes and method by which

pupil progress toward outcomes will be measured are set forth in the renewal petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2027.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal 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 renewal 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. 097, 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's renewal petition.

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

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

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be

retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

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

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

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

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

Attachments:
Signature Page
Attachment A- Staff Assessment and Recommendation Report
Attachment B- New Heights Charter Data Set
Attachment C- Desegregation Impact Statement

Budget, Petition, CORE Data (if applicable), and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1Q-vtLrL5tQ75CbYAV2BLz-YojFYvhEpg?usp=sharing>

Submitted:
9/17/26

RESPECTFULLY SUBMITTED,

ANDRÉS E. CHAIT
Superintendent of Schools

APPROVED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

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

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 097-26/27
October 13, 2026

School Name:	**New Heights Charter**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 14, 2026**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**New Heights Charter School**		
Location Code:	**5583**		
Type of Site(s):	**1) Private** **2) District – Proposition 39 Co-Location**		
Site Address(es):	**1) 2202 W. Martin Luther King Jr. Blvd., Los Angeles, CA 90008** **2) 3989 S. Hobart Blvd., Los Angeles, CA 90062** **(Martin Luther King Jr. Elementary)**		
Board District(s):	**1**	Region(s):	**South**
Grade Levels Served:	**TK-8**	Current Enrollment:	**395**
Grade Levels Authorized in Current Charter:	**TK-8**	Approved Enrollment in Current Charter:	**465** **(See proposed change in "Action Proposed" below)**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2026 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval with a benchmark for a five (5)-year term (2027-2032)**		
PROPOSED BENCHMARKS:	The following benchmark is proposed for New Heights Charter for the 2027-2032 charter term: In each year of the charter term, the charter school shall demonstrate academic growth in English Language Arts (ELA) for Students with Disabilities as reported on the California School Dashboard ELA Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level; or by achieving a DFS that is equal to or higher than their respective student group state average DFS. As part of ongoing oversight, the District will review the charter school's performance at its annual oversight visit to determine any appropriate actions, including consideration of the school's progress upon submission of a renewal petition at the end of the term of the charter.		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for New Heights Charter ("New Heights" or "Charter School"), with a benchmark in the area of academics, located in Board District 1 and Region South, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 455 students in grades TK-8 in each year of the charter term. The charter school is requesting to decrease its enrollment capacity from 465 students to 455 students to align with enrollment projections based on its enrollment trends.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 14 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

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

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

Charter Petition Requirement:

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

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

III. GENERAL SCHOOL INFORMATION

A. School History

	New Heights Charter
Initial Authorization:	On February 21, 2006, New Heights Charter was authorized by the LAUSD Board of Education to serve 344 students in grades K-8.
Most Recent Renewal:	The charter was renewed on November 24, 2020, for a five-year term (July 1, 2021 - June 30, 2026) to serve up to 465 students in grades TK-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for New Heights Charter expires June 30, 2027.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	New Heights submitted its renewal petition application on July 16, 2026. The 90-day statutory timeline for Board action on the petition runs through October 14, 2026.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	New Heights implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	New Heights participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

New Heights Charter is operated by New Heights Charter School, a California nonprofit public benefit corporation.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

A. Summary

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

Overall, Charter School's Dashboard performance was higher than the state in English Language Arts (ELA), Math, and English Learner Progress Indicator (ELPI), but lower in Science. The charter school did not submit verified data. The recommendation of approval is based on a holistic review of the charter school, including performing higher than the state for the majority of applicable academic indicators.

Please see the New Heights Charter data set.

a. 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.

New Heights Charter Dashboard Indicators

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
Dashboard 2023	Orange	Yellow	Not Applicable	Orange	Not Applicable	Red	Not Applicable	Blue
Dashboard 2024	Yellow	Yellow	No Performance Color	Green	Not Applicable	Yellow	Not Applicable	Blue
Dashboard 2025	Yellow	Orange	Yellow	Green	Not Applicable	Orange	Not Applicable	Blue

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

b. English Language Arts Indicator

In 2023 and 2024 in ELA, the charter school's DFS was lower than the state for All Students, and higher than the state for all numerically significant student groups. In 2025, the charter school's DFS was lower than the state for All Students, and higher than the state for four out of five numerically significant student groups.

As noted above, staff is recommending a benchmark in ELA for the Students with Disabilities student group. In order to improve student outcomes in ELA, charter school leaders report

providing professional development on strategies to strengthen students' writing skills and independence. In addition, the charter school implements a co-teaching model.

New Heights Charter - English Language Arts Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**261**	**-28.4**	**-13.6**	**Lower**
Black or African American	100%	55	-45.0	-59.6	Higher
Latino	99%	205	-23.4	-40.2	Higher
English Learner	99%	99	-58.2	-67.7	Higher
Socioeconomically Disadvantaged	100%	244	-29.0	-42.6	Higher
Students with Disabilities	100%	49	-55.0	-96.3	Higher

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

New Heights Charter - English Language Arts Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**261**	**-23.7**	**-13.2**	**Lower**
Black or African American	98%	61	-26.5	-58.9	Higher
Latino	100%	197	-22.5	-39.3	Higher
English Learner	99%	105	-47.3	-67.6	Higher
Socioeconomically Disadvantaged	99%	245	-24.4	-40.9	Higher
Students with Disabilities	98%	51	-59.4	-95.6	Higher

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

New Heights Charter - English Language Arts Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**269**	**-12.8**	**-8.1**	**Lower**
Black or African American	98%	58	-20.4	-51.3	Higher
Latino	100%	209	-11.6	-33.7	Higher
English Learner	100%	117	-41.2	-59.9	Higher

New Heights Charter - English Language Arts Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
Socioeconomically Disadvantaged	99%	241	-17.9	-35.3	Higher
Students with Disabilities	96%	52	-94.2	-89.4	Lower

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

c. Math Indicator

In 2023, 2024, and 2025 in Math, the charter school's DFS was higher than the state for All Students, and for all numerically significant student groups.

New Heights Charter - Mathematics Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**259**	**-36.3**	**-49.1**	**Higher**
Black or African American	96%	53	-57.7	-104.5	Higher
Latino	99%	205	-30.6	-80.8	Higher
English Learner	99%	99	-64.8	-93.4	Higher
Socioeconomically Disadvantaged	99%	242	-38.9	-80.8	Higher
Students with Disabilities	100%	49	-80.9	-127.3	Higher

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

New Heights Charter - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**262**	**-28.5**	**-47.6**	**Higher**
Black or African American	100%	61	-39.9	-102.2	Higher
Latino	100%	198	-26.0	-79.2	Higher
English Learner	99%	106	-42.9	-93.4	Higher
Socioeconomically Disadvantaged	100%	246	-28.6	-78.2	Higher
Students with Disabilities	98%	51	-59.1	-124.3	Higher

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

New Heights Charter - Mathematics Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**270**	**-32.1**	**-42.4**	**Higher**
Black or African American	98%	58	-50.0	-95.8	Higher
Latino	99%	210	-27.6	-73.6	Higher
English Learner	99%	118	-47.3	-86.1	Higher
Socioeconomically Disadvantaged	99%	242	-35.6	-72.9	Higher
Students with Disabilities	96%	52	-106.4	-120.7	Higher

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

d. Science Indicator

In 2024 in Science, the charter school's Science Points were lower than the state for All Students, and higher than the state for all numerically significant student groups. In 2025, the charter school's Science Points were lower than the state for All Students, and for all numerically significant student groups.

To improve student outcomes in Science, charter school leaders report using a research-based curriculum to support the development of scientific skills and content knowledge. Teachers are supported through professional development, observation and debrief cycles, and coaching on active learning strategies that promote student engagement.

New Heights Charter - Science Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**100%**	**89**	**47.6**	**51.2**	**Lower**
Latino	100%	73	48.4	45.4	Higher
English Learner	100%	31	43.7	39.0	Higher
Socioeconomically Disadvantaged	100%	85	47.8	45.6	Higher

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

New Heights Charter - Science Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**98%**	**88**	**45.8**	**52.6**	**Lower**
Latino	99%	70	45.5	47.1	Lower

New Heights Charter - Science Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
English Learner	100%	39	39.5	41.1	Lower
Socioeconomically Disadvantaged	98%	80	44.4	47.1	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, 2024, and 2025 on the English Learner Progress Indicator (ELPI), the charter school's English Learner Progress Rate was higher than the state.

New Heights Charter - English Learner Progress Indicator - 2023 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	96%	103	50.5%	48.7%	Higher

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

New Heights Charter - English Learner Progress Indicator - 2024 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	98%	100	54.0%	45.7%	Higher

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

New Heights Charter - English Learner Progress Indicator - 2025 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	98%	107	60.7%	46.4%	Higher

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

f. College/Career Indicator

Not applicable

g. Chronic Absenteeism Indicator

In 2023, the charter school's rate of chronic absenteeism was higher than the state for All Students, and lower than the state for all numerically significant student groups. In 2024 and 2025, the charter school's rate of chronic absenteeism was higher than the state for All Students, and lower than the state for four of five numerically significant student groups.

h. Graduation Rate 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., Basics: 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 categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for New Heights Charter's outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

VI. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition
New Heights Charter's ending net assets are positive and have been upward trending since the 2021-2022 fiscal year.

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Ending Net Assets	$4,418,890	$4,911,108	$5,113,583	$5,177,217	$5,190,718
Net Income/Loss	$34,111	$492,218	$202,475	$63,634	$13,501
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment [A]	403	400	397	391	395

[A] New Heights Charter proposes to decrease its enrollment capacity to 455 for its renewal charter term. See Section **I. ACTION PROPOSED** above. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

b. 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
Not applicable

New Heights Charter

Board District: 1 | Region: South | Location Code: 5583

CA School Dashboard: Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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	99%	261	-28.4	-5.7	Declined	Orange	-13.6	Lower	99%	261	-23.7	4.7	Increased	Yellow	-13.2	Lower	99%	269	-12.8	10.9	Increased	Yellow	-8.1	Lower
African American/Black	100%	55	-45.0	-9.8	Declined	Orange	-59.6	Higher	98%	61	-26.5	18.5	Increased Significantly	Yellow	-58.9	Higher	98%	58	-20.4	6.0	Increased	Yellow	-51.3	Higher
English Learner	99%	99	-58.2	-8.8	Declined	Orange	-67.7	Higher	99%	105	-47.3	10.9	Increased	Yellow	-67.6	Higher	100%	117	-41.2	6.1	Increased	Yellow	-59.9	Higher
Homeless Youth	100%	7	*	*	*	*	-67.9	*	93%	15	-95.8	--	--	--	-70.4	--	100%	16	-47.0	48.8	Increased Significantly	--	-68.9	--
Latino	99%	205	-23.4	-3.4	Declined	Orange	-40.2	Higher	100%	197	-22.5	0.9	Maintained	Orange	-39.3	Higher	100%	209	-11.6	11.0	Increased	Yellow	-33.7	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	100%	13	-105.1	-39.6	Declined Significantly	--	-109.6	--	100%	14	-90.6	14.4	Increased	--	-104.5	--
Socioeconomically Disadvantaged	100%	244	-29.0	-6.4	Declined	Orange	-42.6	Higher	99%	245	-24.4	4.7	Increased	Yellow	-40.9	Higher	99%	241	-17.9	6.5	Increased	Yellow	-35.3	Higher
Students with Disabilities	100%	49	-55.0	9.2	Increased	Yellow	-96.3	Higher	98%	51	-59.4	-4.4	Declined	Orange	-95.6	Higher	96%	52	-94.2	-34.8	Declined Significantly	Red	-89.4	Lower

Data Sources: California School Dashboard Research data files.

New Heights Charter

Board District: 1 | Region: South | Location Code: 5583

CA School Dashboard: Academic Performance - Math

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

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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	99%	259	-36.3	17.0	Increased Significantly	Yellow	-49.1	Higher	100%	262	-28.5	7.8	Increased	Yellow	-47.6	Higher	99%	270	-32.1	-3.6	Declined	Orange	-42.4	Higher
African American/Black	96%	53	-57.7	-0.7	Maintained	Orange	-104.5	Higher	100%	61	-39.9	17.8	Increased Significantly	Yellow	-102.2	Higher	98%	58	-50.0	-10.1	Declined	Orange	-95.8	Higher
English Learner	99%	99	-64.8	10.2	Increased	Yellow	-93.4	Higher	99%	106	-42.9	21.9	Increased Significantly	Yellow	-93.4	Higher	99%	118	-47.3	-4.4	Declined	Orange	-86.1	Higher
Homeless Youth	100%	7	*	*	*	*	-101.3	*	100%	15	-48.8	--	--	--	-106.0	--	100%	16	-76.2	-27.4	Declined Significantly	--	-102.8	--
Latino	99%	205	-30.6	22.8	Increased Significantly	Yellow	-80.8	Higher	100%	198	-26.0	4.7	Increased	Yellow	-79.2	Higher	99%	210	-27.6	-1.6	Maintained	Orange	-73.6	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	100%	13	-92.6	8.3	Increased	--	-163.5	--	100%	14	-123.5	-30.9	Declined Significantly	--	-158.9	--
Socioeconomically Disadvantaged	99%	242	-38.9	14.4	Increased	Yellow	-80.8	Higher	100%	246	-28.6	10.3	Increased	Yellow	-78.2	Higher	99%	242	-35.6	-7.0	Declined	Orange	-72.9	Higher
Students with Disabilities	100%	49	-80.9	11.4	Increased	Yellow	-127.3	Higher	98%	51	-59.1	21.7	Increased Significantly	Yellow	-124.3	Higher	96%	52	-106.4	-47.2	Declined Significantly	Red	-120.7	Higher

Data Sources: California School Dashboard Research data files.

New Heights Charter

Board District: 1 | Region: South | Location Code: 5583

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														
	Dashboard 2024						Dashboard 2025							
Student Group	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%	89	47.6	--	51.2	Lower	98%	88	45.8	-1.8	Maintained	Yellow	52.6	Lower
African American/Black	100%	16	43.9	--	41.4	--	95%	18	47.3	3.4	Increased	--	43.4	--
English Learner	100%	31	43.7	--	39.0	Higher	100%	39	39.5	-4.2	Declined	Orange	41.1	Lower
Latino	100%	73	48.4	--	45.4	Higher	99%	70	45.5	-3.0	Declined	Yellow	47.1	Lower
Socioeconomically Disadvantaged	100%	85	47.8	--	45.6	Higher	98%	80	44.4	-3.4	Declined	Orange	47.1	Lower
Students with Disabilities	100%	18	43.4	--	36.7	--	89%	18	35.3	-8.2	Declined Significantly	--	38.3	--

Data Sources: California School Dashboard Research data files.

New Heights Charter

Board District: 1 | Region: South | Location Code: 5583

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 30 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	103	50.5%	-6.5	Declined	Orange	48.7%	Higher	100	54.0%	3.5	Increased	Green	45.7%	Higher	107	60.7%	6.7	Increased	Green	46.4%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	13	30.8%	-35.9	Declined Significantly	--	45.8%	--	14	50.0%	19.2	Increased Significantly	--	49.1%	--

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	50.5%	0%	28.2%	21.4%	45.7%	2.3%	32.2%	18.3%
2024	EL	54.0%	0%	30.0%	15.0%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	30.8%	0%	46.2%	23.1%	41.6%	3.4%	28.5%	24.7%
2025	EL	60.7%	0%	34.6%	4.7%	44.6%	1.3%	35.5%	17.2%
2025	LTEL	50.0%	0%	42.9%	7.1%	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.

New Heights Charter

Board District: 1 | Region: South | Location Code: 5583

CA School Dashboard: Chronic Absenteeism

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

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

Chronic Absenteeism - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	413	26.4%	2.8	Increased	Red	24.3%	Higher	420	22.6%	-3.8	Declined Significantly	Yellow	18.6%	Higher	415	20.7%	-1.9	Declined	Orange	17.1%	Higher
African American/Black	89	33.7%	9.3	Increased	Red	36.4%	Lower	103	34.0%	0.3	Maintained	Red	31.3%	Higher	97	23.7%	-10.3	Declined	Orange	29.8%	Lower
English Learner	153	22.9%	0.3	Maintained	Red	26.3%	Lower	147	16.3%	-6.5	Declined	Yellow	20.1%	Lower	139	20.9%	4.5	Increased	Red	18.1%	Higher
Homeless Youth	14	28.6%	6.0	Increased	--	38.7%	--	24	41.7%	13.1	Increased	--	32.7%	--	28	32.1%	-9.5	Declined	--	30.7%	--
Latino	315	24.1%	1.6	Increased	Red	28.4%	Lower	311	19.3%	-4.8	Declined Significantly	Yellow	21.7%	Lower	310	19.4%	0.1	Maintained	Orange	20.1%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	16	18.8%	-1.3	Declined	--	23.9%	--	14	21.4%	2.7	Increased	--	22.5%	--
Socioeconomically Disadvantaged	381	27.8%	4.2	Increased Significantly	Red	29.9%	Lower	390	23.3%	-4.5	Declined Significantly	Yellow	23.4%	Lower	374	21.4%	-1.9	Declined	Orange	21.7%	Lower
Students with Disabilities	74	23.0%	1.5	Increased	Red	33.1%	Lower	90	22.2%	-0.8	Declined	Orange	26.3%	Lower	83	19.3%	-2.9	Declined	Yellow	24.9%	Lower

Data Sources: California School Dashboard Research data files.

New Heights Charter

Board District: 1 | Region: South | Location Code: 5583

CA School Dashboard: Suspension Rate Indicator

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

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

Suspension Rate Indicator - CA School Dashboard Indicator																							
	Dashboard 2023							Dashboard 2024							Dashboard 2025								
Student Group	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	417	0.0%	0.0	Maintained	Blue	3.5%	Lower	433	0.2%	0.2	Maintained	Blue	3.2%	Lower	426	0.5%	0.2	Maintained	Blue	2.9%	Lower		
African American/Black	90	0.0%	0.0	Maintained	Blue	8.8%	Lower	107	0.9%	0.9	Increased	Yellow	8.4%	Lower	99	0.0%	-0.9	Declined	Blue	7.7%	Lower		
English Learner	153	0.0%	0.0	Maintained	Blue	3.7%	Lower	149	0.0%	0.0	Maintained	Blue	3.4%	Lower	145	0.7%	0.7	Increased	Yellow	3.2%	Lower		
Homeless Youth	14	0.0%	0.0	Maintained	--	6.5%	--	24	0.0%	0.0	Maintained	--	5.7%	--	28	0.0%	0.0	Maintained	--	5.1%	--		
Latino	318	0.0%	0.0	Maintained	Blue	3.8%	Lower	320	0.0%	0.0	Maintained	Blue	3.4%	Lower	319	0.6%	0.6	Increased	Yellow	3.0%	Lower		
Long-Term English Learner	--	--	--	--	--	--	--	16	0.0%	0.0	Maintained	--	8.1%	--	15	0.0%	0.0	Maintained	--	7.0%	--		
Socioeconomically Disadvantaged	382	0.0%	0.0	Maintained	Blue	4.5%	Lower	399	0.3%	0.3	Increased	Green	4.0%	Lower	382	0.5%	0.3	Increased	Green	3.6%	Lower		
Students with Disabilities	74	0.0%	0.0	Maintained	Blue	5.9%	Lower	91	0.0%	0.0	Maintained	Blue	5.4%	Lower	86	1.2%	1.2	Increased	Orange	5.0%	Lower		

Data Sources: California School Dashboard Research data files.

New Heights Charter

Board District: 1 | Region: South | Location Code: 5583

Local Indicators Report

Local Indicators - CA School Dashboard Indicator			
Priority	**2023 Dashboard**	**2024 Dashboard**	**2025 Dashboard**
Basic Services and Conditions (Priority 1)	Standard Met	Standard Met	Standard Met
Implementation of State Academic Standards (Priority 2)	Standard Met	Standard Met	Standard Met
Parent and Family Engagement (Priority 3)	Standard Met	Standard Met	Standard Met
School Climate (Priority 6)	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study (Priority 7)	Standard Met	Standard Met	Standard Met

Data Sources: California School Dashboard Local Indicators Research data files.

New Heights Charter

Board District: 1 | Region: South | Location Code: 5583

Enrollment Report

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

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

Enrollment by Ethnicity and Student Group									
	2023-2024			2024-2025			2025-2026		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	406	529,902	5,837,690	394	516,685	5,806,221	393	497,105	5,731,260
F/R Meal	91.4%	80.6%	61.6%	87.6%	81.9%	62.7%	91.1%	82.2%	62.4%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A	0.0%	14.1%	N/A
English Learner	36.0%	20.1%	18.4%	33.2%	18.6%	17.4%	34.9%	16.4%	16.2%
Foster Youth	0.7%	0.6%	0.5%	0.8%	0.5%	0.5%	0.3%	0.5%	0.5%
Homeless Youth	5.4%	2.1%	3.6%	6.6%	2.7%	4.0%	6.4%	2.4%	3.8%
Socioeconomically Disadvantaged	92.1%	81.3%	62.7%	88.6%	82.4%	63.6%	92.4%	82.7%	63.1%
Students w/ Disabilities	17.7%	14.8%	13.7%	18.8%	15.6%	14.2%	19.8%	16.4%	14.8%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%	0.0%	0.3%	0.8%
African American/Black	23.4%	7.3%	4.9%	22.8%	7.1%	4.9%	21.6%	7.2%	4.8%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.7%	3.4%	9.9%	1.0%	3.3%	10.1%	0.5%	3.3%	10.3%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%	0.0%	1.7%	2.2%
Latino	75.1%	73.8%	56.1%	75.1%	73.6%	56.1%	76.8%	72.9%	56.0%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%	0.0%	0.1%	0.4%
White	0.5%	9.8%	20.3%	0.8%	9.7%	20.0%	0.3%	9.7%	19.7%
Two or More Races	0.0%	2.0%	4.6%	0.3%	2.1%	4.8%	0.3%	2.2%	4.9%
Not Reported	0.2%	1.8%	1.1%	0.0%	2.2%	1.2%	0.5%	2.7%	1.3%

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

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

New Heights Charter

Board District: 1 | Region: South | Location Code: 5583

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.

	2023-2024						2024-2025						2025-2026					
	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	13	5.8%	15,302	6.5%	211,186	10.6%	15	7.4%	13,052	5.9%	198,853	10.4%	13	6.2%	10,142	4.9%	174,300	9.5%
At-Risk 4-5 Years	31	13.9%	15,717	6.7%	136,188	6.8%	22	10.9%	11,406	5.2%	115,009	6.0%	20	9.6%	11,109	5.4%	113,143	6.2%
EL 0-3 Years	78	35.0%	60,574	25.7%	519,651	26.0%	74	36.6%	57,726	26.1%	516,862	26.9%	76	36.4%	48,131	23.5%	467,800	25.6%
EL 4+ Years & Not At-Risk or LTEL	24	10.8%	14,725	6.2%	207,768	10.4%	20	9.9%	13,775	6.2%	178,306	9.3%	28	13.4%	11,946	5.8%	170,621	9.3%
EL Total	146	65.5%	106,318	45.0%	1,074,793	53.8%	131	64.9%	95,959	43.3%	1,009,030	52.6%	137	65.6%	81,328	39.7%	925,864	50.7%
RFEP	77	34.5%	129,789	55.0%	924,422	46.2%	71	35.1%	125,465	56.7%	909,298	47.4%	72	34.4%	123,618	60.3%	900,560	49.3%
Total Ever EL	223	100.0%	236,107	100.0%	1,999,215	100.0%	202	100.0%	221,424	100.0%	1,918,328	100.0%	209	100.0%	204,946	100.0%	1,826,424	100.0%

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

New Heights Charter

Board District: 1 | Region: South | Location Code: 5583

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						2025-2026					
	School			Los Angeles Unified			School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	406			529,902			394			516,685			393			497,105		
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**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	71	100.0%	17.5%	78,319	100.0%	14.8%	74	100.0%	18.8%	80,505	100.0%	15.6%	78	100.0%	19.8%	81,470	100.0%	16.4%
High Incidence	66	93.0%	16.3%	52,153	66.6%	9.8%	65	87.8%	16.5%	52,412	65.1%	10.1%	66	84.6%	16.8%	51,757	63.5%	10.4%
Low Incidence	5	7.0%	1.2%	26,162	33.4%	4.9%	9	12.2%	2.3%	28,084	34.9%	5.4%	12	15.4%	3.1%	29,702	36.5%	6.0%
Autism	4	5.6%	1.0%	18,713	23.9%	3.5%	9	12.2%	2.3%	20,802	25.8%	4.0%	11	14.1%	2.8%	22,739	27.9%	4.6%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%	0	0.0%	0.0%	10	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%	0	0.0%	0.0%	172	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%	0	0.0%	0.0%	964	1.2%	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%	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%	0	0.0%	0.0%	903	1.1%	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%	0	0.0%	0.0%	3,259	4.0%	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%	0	0.0%	0.0%	1,043	1.3%	0.2%
Other Health Impairment	5	7.0%	1.2%	10,930	14.0%	2.1%	9	12.2%	2.3%	11,596	14.4%	2.2%	10	12.8%	2.5%	12,092	14.8%	2.4%
Orthopedic Impairment	1	1.4%	0.2%	533	0.7%	0.1%	0	0.0%	0.0%	434	0.5%	0.1%	0	0.0%	0.0%	405	0.5%	0.1%
Specific Learning Disability	28	39.4%	6.9%	29,615	37.8%	5.6%	30	40.5%	7.6%	29,368	36.5%	5.7%	32	41.0%	8.1%	28,727	35.3%	5.8%
Speech or Language Impairment	33	46.5%	8.1%	11,608	14.8%	2.2%	26	35.1%	6.6%	11,448	14.2%	2.2%	24	30.8%	6.1%	10,938	13.4%	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%	1	1.3%	0.3%	59	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%	0	0.0%	0.0%	158	0.2%	0.0%

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

Attachment C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
NEW HEIGHTS CHARTER
BOARD OF EDUCATION REPORT 097 – 26/27
OCTOBER 13, 2026

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2027 until June 30, 2032 to serve up to 455 students in grades TK-8 in each year of the charter term.

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

III. Proposed Change:
The approval of this charter petition would renew the charter of NEW HEIGHTS CHARTER for five (5) years beginning July 1, 2027 until June 30, 2032.

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

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

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

PREPARED BY:

HELENA YOON-FONTAMILLAS, ED.D.
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

File #: Rep-101-26/27, **Version:** 1 **Agenda Date:** 10/13/2026
In Control: Charter Schools Division

Approval of the Renewal Petition for Stella High Charter Academy
[PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Stella High Charter Academy) Recommends approval of the renewal petition for Stella High Charter Academy, a Middle performing, Start-Up Independent charter school, located in Board District 1 and Region South, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 600 students in grades 9-12 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Stella High Charter Academy ("Charter School"), a Start-Up Independent charter school, located in Board District 1 and Region South, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 600 students in grades 9-12 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
Stella High Charter Academy is a 9-12 school currently serving 566 students on a private facility at 1600 W. Imperial Highway, Los Angeles, CA, 90047 in Board District 1 and Region South. Stella High Charter Academy was originally approved by the LAUSD Board of Education on June 13, 2006. On December 8, 2020, the charter school was renewed for a five-year term to serve 600 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Stella High Charter Academy expires June 30, 2027.

On July 16, 2026, Stella High Charter Academy submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through October 14, 2026.

An initial Public Hearing was held on August 25, 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 Stella High Charter Academy governing board members complete questionnaires so the District may

assess whether any conflicts of interest arise based on the information provided. Additionally, resumes and due diligence forms are requested from Stella High Charter Academy's Lead Petitioner; Executive Director/Chief Executive Officer or equivalent; Principal or equivalent; Financial manager or equivalent; and Chief Financial Officer or equivalent, as applicable. A confidential due diligence review of the charter school, the governing organization, and school's leaders, may be conducted by the Office of the Inspector General (OIG) as appropriate, and to the extent the OIG identifies any material concerns, 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 14 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, applicable policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms set forth in Charter School's renewal petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the renewal petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2027.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal 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 renewal 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. 101, 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's renewal petition.

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

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

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

the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

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

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

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

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

Attachments:
Signature Page
Attachment A- Staff Assessment and Recommendation Report
Attachment B- Stella High Charter Academy Data Set
Attachment C- Desegregation Impact Statement

Budget, Petition, CORE Data (if applicable) and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/15GUUHKm0W5Nji_jsHLSDTXkrUonAORkT?usp=sharing>

Submitted:
09/17/26

RESPECTFULLY SUBMITTED,

ANDRÉS E. CHAIT
Superintendent of Schools

APPROVED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

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

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 101-26/27
October 13, 2026

School Name:	**Stella High Charter Academy**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 14, 2026**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Bright Star Schools**		
Location Code:	**8947**		
Type of Site(s):	**Private**		
Site Address(es)	**1600 W. Imperial Highway, Los Angeles, CA 90047**		
Board District(s):	**1**	Region(s):	**South**
Grade Levels Served:	**9-12**	Current Enrollment:	**566**
Grade Levels Authorized in Current Charter:	**9-12**	Approved Enrollment in Current Charter:	**600**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2026 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval for a five (5)-year term (2027-2032)**		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Stella High Charter Academy ("Charter School"), located in Board District 1 and Region South, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 600 students in grades 9-12 in each year of the charter term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 14 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

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

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

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

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

III. GENERAL SCHOOL INFORMATION

A. School History

	Stella High Charter Academy
Initial Authorization:	On June 13, 2006, Stella High Charter Academy (formerly named Bright Star Secondary Charter Academy; and Wooden Secondary Charter Academy) was authorized by the LAUSD Board of Education to serve 600 students in grades 7-12.
Most Recent Renewal:	The charter was renewed on December 8, 2020, for a five-year term (July 1, 2021 - June 30, 2026) to serve up to 600 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one

	Stella High Charter Academy
Most Recent Renewal (Cont.):	additional year. Thus, by operation of law, the charter term for Stella High Charter Academy expires June 30, 2027.
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on December 8, 2020, to amend governance structure and lottery preferences; and grade levels served from 7-12 to 9-12.
Board Benchmarks in Current Charter Term:	On December 8, 2020, as part of the school's most recent renewal, the LAUSD Board of Education issued the following academic benchmark to Stella High Charter Academy: The school will achieve Increased or Increased Significantly in Change Level for the majority of its numerically significant subgroups on the California School Dashboard's Math Indicator over the term of the charter with the goal of achieving a Status level that is the same or higher than the applicable state levels by the time the charter is presented for renewal. The school's annual progress will be reviewed at the school's Annual Performance-Based Oversight Visit by the district. Please see the "Additional Information" section below.
Submission of Renewal Petition Application:	Stella High Charter Academy submitted its renewal petition application on July 16, 2026. The 90-day statutory timeline for Board action on the petition runs through October 14, 2026.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Stella High Charter Academy implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Stella High Charter Academy participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. <u>Charter School Operator</u>

Stella High Charter Academy is operated by Bright Star Schools (BSS), a California nonprofit public benefit corporation that also operates eight other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

A. <u>Summary</u>

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

Overall, Charter School's Dashboard performance was higher than the state in English Language Arts (ELA), Science, and College and Career Indicator (CCI), but lower in Math and English Learner Progress Indicator (ELPI). The charter school submitted verified data. The recommendation of approval is based on a holistic review of the charter school, including performing higher than the state for majority of applicable academic indicators.

Please see the Stella High Charter Academy data set.

a. 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.

Stella High Charter Academy

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
Dashboard 2023	Yellow	Yellow	Not Applicable	Yellow	Medium	Not Applicable	Green	Orange
Dashboard 2024	Yellow	Orange	No Performance Color	Red	Yellow	Not Applicable	Green	Orange
Dashboard 2025	Yellow	Yellow	Green	Blue	Green	Not Applicable	Green	Green

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

b. English Language Arts Indicator

In 2023, 2024, and 2025 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was higher than the state for All Students, and for all numerically significant student groups.

Stella High Charter Academy - English Language Arts Indicator - 2023 Dashboard

Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**117**	**21.0**	**-13.6**	**Higher**
Latino	99%	102	21.0	-40.2	Higher
English Learner	97%	34	-43.4	-67.7	Higher
Socioeconomically Disadvantaged	99%	116	21.9	-42.6	Higher

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

Stella High Charter Academy - English Language Arts Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**126**	**18.9**	**-13.2**	**Higher**
Latino	99%	111	17.9	-39.3	Higher
English Learner	98%	40	-50.7	-67.6	Higher
Socioeconomically Disadvantaged	99%	120	18.3	-40.9	Higher

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

Stella High Charter Academy - English Language Arts Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**98%**	**119**	**11.3**	**-8.1**	**Higher**
Latino	98%	100	15.7	-33.7	Higher
English Learner	97%	36	-43.5	-59.9	Higher
Socioeconomically Disadvantaged	97%	115	9.8	-35.3	Higher

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

c. Math Indicator

In 2023, 2024, and 2025 in Math, the charter school's DFS was lower than the state for All Students, and lower than the state for all numerically significant student groups.

To continue to improve student outcomes in Math, the charter school leaders report offering an Algebra 1 support class, providing targeted small group instruction based on student needs, and strategically assigning their math teachers to specific math classes to leverage teacher knowledge and abilities.

Stella High Charter Academy - Mathematics Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**117**	**-98.2**	**-49.1**	**Lower**
Latino	99%	102	-92.1	-80.8	Lower
English Learner	97%	34	-149.1	-93.4	Lower
Socioeconomically Disadvantaged	99%	116	-96.9	-80.8	Lower

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

Stella High Charter Academy - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**127**	**-113.7**	**-47.6**	**Lower**
Latino	99%	112	-117.1	-79.2	Lower
English Learner	98%	41	-167.6	-93.4	Lower
Socioeconomically Disadvantaged	99%	121	-115.6	-78.2	Lower

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

Stella High Charter Academy - Mathematics Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**97%**	**118**	**-93.7**	**-42.4**	**Lower**
Latino	97%	99	-86.8	-73.6	Lower
English Learner	95%	35	-134.8	-86.1	Lower
Socioeconomically Disadvantaged	97%	114	-92.5	-72.9	Lower

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

d. Science Indicator

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

Stella High Charter Academy - Science Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**100%**	**129**	**48.0**	**51.2**	**Lower**
Latino	100%	114	47.7	45.4	Higher
English Learner	100%	41	39.6	39.0	Higher
Socioeconomically Disadvantaged	100%	123	47.9	45.6	Higher

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

Stella High Charter Academy - Science Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**99%**	**118**	**50.5**	**52.6**	**Lower**
Latino	99%	99	51.7	47.1	Higher
English Learner	97%	35	40.6	41.1	Lower
Socioeconomically Disadvantaged	99%	114	50.2	47.1	Higher

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

e. English Learner Progress Indicator

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

Stella High Charter Academy - English Learner Progress Indicator - 2023 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	99%	92	44.6%	48.7%	Lower

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

Stella High Charter Academy - English Learner Progress Indicator - 2024 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	75	33.3%	45.7%	Lower

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

Stella High Charter Academy - English Learner Progress Indicator - 2025 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	61	59.0%	46.4%	Higher

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

f. College/Career Indicator

In 2023, 2024, and 2025, the charter school's percentage of high school graduates prepared for college or a career was higher than the state for All Students, and for all numerically significant student groups.

Stella High Charter Academy - College/Career Indicator - 2023 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**117**	**50.4%**	**43.9%**	**Higher**
Latino	102	50.0%	35.5%	Higher
Socioeconomically Disadvantaged	115	50.4%	35.4%	Higher

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

Stella High Charter Academy - College/Career Indicator - 2024 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**109**	**51.4%**	**45.3%**	**Higher**
Latino	101	53.5%	37.4%	Higher
Socioeconomically Disadvantaged	108	51.9%	37.4%	Higher

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

Stella High Charter Academy - College/Career Indicator - 2025 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**123**	**66.7%**	**51.7%**	**Higher**
Latino	107	68.2%	45.1%	Higher
English Learner	39	61.5%	24.3%	Higher
Long-Term English Learner	33	60.6%	24.9%	Higher
Socioeconomically Disadvantaged	121	66.9%	44.8%	Higher

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

g. Chronic Absenteeism Indicator
Not applicable

h. Graduation Rate Indicator [HS only]
In 2023, 2024, and 2025, the charter school's percentage of graduated students was higher than the state for All Students, and for all numerically significant student groups. Stella High Charter Academy's students must meet A-G requirements with a grade of "C" or better.

i. Suspension Rate Indicator
In 2023 the charter school's percentage of students suspended at least once was lower than the state for All Students, and for four of five numerically significant student groups. In 2024, the charter school's percentage of students suspended at least once was higher than the state for All Students, and for three of six numerically significant student groups. In 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
As noted above, Stella High Charter Academy has a benchmark related to academics in its current term. The following summarizes the outcomes of the benchmark for each of the years (2021-2022 through 2025-2026) of the current charter term.

Note: Annual benchmark status updates are based on prior year(s) performance outcomes. For example, benchmarks that require performance level growth (as reported for the years in the table(s) below) are based on available data from the preceding two school years (e.g., 2020-2021 benchmark status is based on 2019 CA Dashboard data and 2020 CA Dashboard data). As CA Dashboard data are unavailable for the 2019-2020 and 2020-2021 school years due to statewide assessment disruptions caused by the COVID-19 pandemic, "No Update" is indicated for applicable benchmarks for 2020-2021, 2021-2022, and 2022-2023.

Benchmark: *The school will achieve Increased or Increased Significantly in Change Level for the majority of its numerically significant subgroups on the California School Dashboard's Math Indicator over the term of the charter with the goal of achieving a Status level that is the same or higher than the applicable state levels by the time the charter is presented for renewal. The school's annual progress will be reviewed at the school's Annual Performance-Based Oversight Visit by the district.*

Term Years	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Benchmark	No Update	No Update	No Update	Met	Not Met	Not Met

Benchmark was met for one year and not met for two years. No update is available for 2020-2021, 2021-2022, and 2022-2023.

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

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

a. Governance

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Developing*
Concerns	The rating of *Developing* in 2025-2026 was primarily due to a material weakness reported in BSS' 2024-2025 independent audit report, related to internal controls over financial reporting. See further details in the Fiscal Management and Performance section below.

VI. VERIFIED DATA

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

Stella High Charter Academy provided verified data as part of its renewal application. The verified data was considered by staff. Ultimately, the school's performance on the California Dashboard informed the District's recommendation for approval.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Stella High Charter Academy's ending net assets are positive and have been upward trending since the 2021-2022 fiscal year.

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Ending Net Assets	$5,049,929	$6,395,553	$6,696,598	$7,054,403	$7,260,785
Net Income/Loss	$649,595	$1,345,624	$301,045	$357,805	$206,382
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment	579	526	546	561	566

b. 2024-2025 Independent Audit Report

Audit Opinion: Unmodified/Unqualified
Material Weaknesses: Yes. See the description below.
Deficiencies/Findings: Yes. See the description below.
Lack of a Going Concern: None Reported

BSS' 2024-2025 annual independent audit report identified a material weakness related to internal controls over financial reporting. BSS has implemented corrective actions with specific steps to address this audit finding. The CSD will continue to monitor this issue through its

oversight process, including a review of BSS' 2025-2026 independent audit report to evaluate the implementation of corrective actions.

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

Bright Star Schools					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Ending Net Assets	Net Income / (Loss)	Ending Net Assets	Net Income / (Loss)
9	9	$106,578,590	$34,771,714	$6,689,678	($268,193)[1]

[1]According to the charter operator, much of the BSS organization's $268,193 net loss for FY 2024-2025, excluding its related parties and charter schools, was attributable to the BSS Business Office Team's strategic decision to centrally absorb certain organizational and school-site costs, including expenses related to enrollment challenges, Special Education services, and facilities. Notwithstanding the net loss, as summarized in the table above, the BSS organization reported positive ending net assets of approximately $106.6 million, including its related parties and charter schools, and approximately $6.7 million, excluding its related parties and charter schools, as of June 30, 2025.

Stella High Charter Academy

Board District: 1 | Region: South | Location Code: 8947

CA School Dashboard: Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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	99%	117	21.0	-27.5	Declined Significantly	Yellow	-13.6	Higher	99%	126	18.9	-2.2	Maintained	Yellow	-13.2	Higher	98%	119	11.3	-7.5	Declined	Yellow	-8.1	Higher
African American/Black	100%	13	1.2	-25.4	Declined Significantly	--	-59.6	--	100%	15	25.8	24.6	Increased Significantly	--	-58.9	--	95%	18	-9.5	-35.3	Declined Significantly	--	-51.3	--
English Learner	97%	34	-43.4	-13.2	Declined	--	-67.7	Higher	98%	40	-50.7	-7.2	Declined	Red	-67.6	Higher	97%	36	-43.5	7.2	Increased	Yellow	-59.9	Higher
Latino	99%	102	21.0	-26.5	Declined Significantly	Yellow	-40.2	Higher	99%	111	17.9	-3.0	Declined	Yellow	-39.3	Higher	98%	100	15.7	-2.2	Maintained	Yellow	-33.7	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	96%	22	-82.2	3.1	Increased	--	-109.6	--	95%	19	-75.8	6.4	Increased	--	-104.5	--
Socioeconomically Disadvantaged	99%	116	21.9	-27.6	Declined Significantly	Yellow	-42.6	Higher	99%	120	18.3	-3.6	Declined	Yellow	-40.9	Higher	97%	115	9.8	-8.5	Declined	Yellow	-35.3	Higher
Students with Disabilities	100%	16	-75.5	-26.0	Declined Significantly	--	-96.3	--	100%	22	-75.8	-0.3	Maintained	--	-95.6	--	96%	22	-53.0	22.8	Increased Significantly	--	-89.4	--

Data Sources: California School Dashboard Research data files.

Stella High Charter Academy

Board District: 1 | Region: South | Location Code: 8947

CA School Dashboard: Academic Performance - Math

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

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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	99%	117	-98.2	7.4	Increased	Yellow	-49.1	Lower	99%	127	-113.7	-15.5	Declined Significantly	Orange	-47.6	Lower	97%	118	-93.7	19.9	Increased Significantly	Yellow	-42.4	Lower
African American/Black	100%	13	-147.6	-42.5	Declined Significantly	--	-104.5	--	100%	15	-87.9	59.7	Increased Significantly	--	-102.2	--	95%	18	-124.7	-36.7	Declined Significantly	--	-95.8	--
English Learner	97%	34	-149.1	22.6	Increased Significantly	--	-93.4	Lower	98%	41	-167.6	-18.5	Declined Significantly	Red	-93.4	Lower	95%	35	-134.8	32.8	Increased Significantly	Orange	-86.1	Lower
Latino	99%	102	-92.1	18.6	Increased Significantly	Yellow	-80.8	Lower	99%	112	-117.1	-25.0	Declined Significantly	Red	-79.2	Lower	97%	99	-86.8	30.3	Increased Significantly	Yellow	-73.6	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	96%	22	-196.5	-30.6	Declined Significantly	--	-163.5	--	95%	19	-151.3	45.2	Increased Significantly	--	-158.9	--
Socioeconomically Disadvantaged	99%	116	-96.9	6.8	Increased	Yellow	-80.8	Lower	99%	121	-115.6	-18.7	Declined Significantly	Red	-78.2	Lower	97%	114	-92.5	23.1	Increased Significantly	Yellow	-72.9	Lower
Students with Disabilities	100%	16	-178.6	-10.3	Declined	--	-127.3	--	100%	22	-178.0	0.6	Maintained	--	-124.3	--	96%	22	-143.4	34.6	Increased Significantly	--	-120.7	--

Data Sources: California School Dashboard Research data files.

Stella High Charter Academy

Board District: 1 | Region: South | Location Code: 8947

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														
	Dashboard 2024						Dashboard 2025							
Student Group	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%	129	48.0	--	51.2	Lower	99%	118	50.5	2.5	Increased	Green	52.6	Lower
African American/Black	100%	15	50.2	--	41.4	--	100%	18	44.8	-5.4	Declined Significantly	--	43.4	--
English Learner	100%	41	39.6	--	39.0	Higher	97%	35	40.6	1.1	Maintained	Orange	41.1	Lower
Latino	100%	114	47.7	--	45.4	Higher	99%	99	51.7	4.0	Increased	Green	47.1	Higher
Long-Term English Learner	100%	22	34.4	--	32.8	--	95%	19	31.3	-3.1	Declined	--	34.0	--
Socioeconomically Disadvantaged	100%	123	47.9	--	45.6	Higher	99%	114	50.2	2.3	Increased	Green	47.1	Higher
Students with Disabilities	100%	22	37.8	--	36.7	--	96%	22	39.5	1.7	Maintained	--	38.3	--

Data Sources: California School Dashboard Research data files.

Stella High Charter Academy

Board District: 1 | Region: South | Location Code: 8947

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 30 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	92	44.6%	13.8	Increased Significantly	Yellow	48.7%	Lower	75	33.3%	-11.2	Declined Significantly	Red	45.7%	Lower	61	59.0%	25.7	Increased Significantly	Blue	46.4%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	64	37.5%	-4.5	Declined	Orange	45.8%	Lower	49	63.3%	25.8	Increased Significantly	Blue	49.1%	Higher

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	44.6%	0%	21.7%	33.7%	45.7%	2.3%	32.2%	18.3%
2024	EL	33.3%	0%	26.7%	40.0%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	37.5%	0%	20.3%	42.2%	41.6%	3.4%	28.5%	24.7%
2025	EL	59.0%	0%	24.6%	16.4%	44.6%	1.3%	35.5%	17.2%
2025	LTEL	63.3%	0%	18.4%	18.4%	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.

Stella High Charter Academy

Board District: 1 | Region: South | Location Code: 8947

CA School Dashboard: Academic Performance - College / Career

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

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

College / Career Academic Indicator (CCI) - CA School Dashboard Indicator																			
	Dashboard 2023					Dashboard 2024							Dashboard 2025						
Student Group	Students	CCI	Status Level	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State
All Students	117	50.4%	Medium	43.9%	Higher	109	51.4%	0.9	Maintained	Yellow	45.3%	Higher	123	66.7%	2.4	Increased	Green	51.7%	Higher
African American/Black	14	50.0%	Medium	25.1%	--	6	*	*	*	*	28.1%	*	16	56.3%	0.0	--	--	35.7%	--
English Learner	24	33.3%	Low	15.3%	--	29	24.1%	-9.2	Declined	--	17.2%	--	39	61.5%	16.7	Increased	--	24.3%	Higher
Latino	102	50.0%	Medium	35.5%	Higher	101	53.5%	3.5	Increased	Green	37.4%	Higher	107	68.2%	2.9	Increased	Green	45.1%	Higher
Long-Term English Learner	--	--	--	--	--	23	17.4%	-15.9	Declined	--	16.5%	--	33	60.6%	17.1	Increased	--	24.9%	Higher
Socioeconomically Disadvantaged	115	50.4%	Medium	35.4%	Higher	108	51.9%	1.4	Maintained	Yellow	37.4%	Higher	121	66.9%	3.1	Increased	Green	44.8%	Higher
Students with Disabilities	15	20.0%	Low	12.3%	--	16	6.3%	-13.8	Declined	--	13.5%	--	18	50.0%	12.5	Increased	--	18.7%	--

Data Sources: California School Dashboard Research data files.

Stella High Charter Academy

Board District: 1 | Region: South | Location Code: 8947

CA School Dashboard: Suspension Rate Indicator

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

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

Suspension Rate Indicator - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	563	3.2%	1.9	Increased	Orange	3.5%	Lower	570	3.9%	0.7	Increased	Orange	3.2%	Higher	579	1.7%	-2.1	Declined Significantly	Green	2.9%	Lower
African American/Black	82	2.4%	-1.3	Declined	Green	8.8%	Lower	87	10.3%	7.9	Increased	Red	8.4%	Higher	106	7.5%	-2.8	Declined	Yellow	7.7%	Lower
English Learner	121	4.1%	4.1	Increased	Orange	3.7%	Higher	114	3.5%	-0.6	Declined	Green	3.4%	Higher	82	0.0%	-3.5	Declined	Blue	3.2%	Lower
Homeless Youth	4	*	*	*	*	6.5%	*	12	0.0%	--	--	--	5.7%	--	10	*	*	*	*	5.1%	*
Latino	475	2.9%	2.1	Increased	Orange	3.8%	Lower	473	2.3%	-0.6	Declined	Green	3.4%	Lower	463	0.4%	-1.9	Declined	Blue	3.0%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	97	4.1%	-0.9	Declined	Green	8.1%	Lower	65	0.0%	-4.1	Declined	Blue	7.0%	Lower
Socioeconomically Disadvantaged	529	3.2%	1.9	Increased	Orange	4.5%	Lower	544	4.0%	0.8	Increased	Orange	4.0%	Same	550	1.8%	-2.2	Declined Significantly	Green	3.6%	Lower
Students with Disabilities	91	5.5%	2.0	Increased	Orange	5.9%	Lower	94	6.4%	0.9	Increased	Orange	5.4%	Higher	100	1.0%	-5.4	Declined	Green	5.0%	Lower

Data Sources: California School Dashboard Research data files.

Stella High Charter Academy

Board District: 1 | Region: South | Location Code: 8947

CA School Dashboard: Graduation Rate Indicator

This report shows the combined four- and five-year graduation rate for comprehensive (or traditional) high schools and Dashboard Alternative School Status (DASS) schools for all student groups in grades 9-12. This rate is based on the number of high school students who graduate with a regular high school diploma in either four or five years. The 2025 Graduation Rate Indicator includes students from the most recent graduation cohort (Class of 2025) as well as students from the prior cohort (Class of 2024) who graduated in their fifth year of high school in 2023-25. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

Graduation Rate Indicator - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State
All Students	121	93.4%	12.4	Increased Significantly	Green	86.4%	Higher	110	92.7%	-0.7	Maintained	Green	86.7%	Higher	124	93.5%	0.8	Maintained	Green	87.8%	Higher
African American/Black	16	87.5%	12.5	Increased Significantly	--	78.5%	--	6	*	*	*	*	79.1%	*	16	93.8%	--	--	--	82.6%	--
English Learner	24	87.5%	8.6	Increased Significantly	--	73.5%	--	30	93.3%	5.8	Increased Significantly	--	77.9%	Higher	39	89.7%	-3.6	Declined	Orange	79.7%	Higher
Latino	104	94.2%	13.2	Increased Significantly	Green	84.2%	Higher	102	92.2%	-2.1	Declined	Yellow	85.3%	Higher	108	93.5%	1.4	Increased	Green	86.9%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	24	95.8%	5.4	Increased Significantly	--	80.8%	--	33	90.9%	-4.9	Declined	--	84.0%	Higher
Socioeconomically Disadvantaged	119	94.1%	13.3	Increased Significantly	Green	83.7%	Higher	109	92.7%	-1.5	Declined	Yellow	84.4%	Higher	122	93.4%	0.8	Maintained	Green	86.2%	Higher
Students with Disabilities	16	87.5%	2.5	Increased	--	72.7%	--	17	82.4%	-5.1	Declined Significantly	--	74.4%	--	19	100.0%	17.6	Increased Significantly	--	77.1%	--

Data Sources: California School Dashboard Research data files.

Stella High Charter Academy

Board District: 1 | Region: South | Location Code: 8947

Local Indicators Report

Local Indicators - CA School Dashboard Indicator			
Priority	**2023 Dashboard**	**2024 Dashboard**	**2025 Dashboard**
Basic Services and Conditions (Priority 1)	Standard Met	Standard Met	Standard Met
Implementation of State Academic Standards (Priority 2)	Standard Met	Standard Met	Standard Met
Parent and Family Engagement (Priority 3)	Standard Met	Standard Met	Standard Met
School Climate (Priority 6)	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study (Priority 7)	Standard Met	Standard Met	Standard Met

Data Sources: California School Dashboard Local Indicators Research data files.

Stella High Charter Academy

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Enrollment Report

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

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

Enrollment by Ethnicity and Student Group									
	2023-2024			2024-2025			2025-2026		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	532	529,902	5,837,690	555	516,685	5,806,221	567	497,105	5,731,260
F/R Meal	96.1%	80.6%	61.6%	95.5%	81.9%	62.7%	94.5%	82.2%	62.4%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A	0.0%	14.1%	N/A
English Learner	20.3%	20.1%	18.4%	13.5%	18.6%	17.4%	12.7%	16.4%	16.2%
Foster Youth	0.0%	0.6%	0.5%	0.4%	0.5%	0.5%	0.9%	0.5%	0.5%
Homeless Youth	1.7%	2.1%	3.6%	1.6%	2.7%	4.0%	1.4%	2.4%	3.8%
Socioeconomically Disadvantaged	96.2%	81.3%	62.7%	96.0%	82.4%	63.6%	94.9%	82.7%	63.1%
Students w/ Disabilities	16.7%	14.8%	13.7%	16.9%	15.6%	14.2%	17.3%	16.4%	14.8%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%	0.0%	0.3%	0.8%
African American/Black	14.7%	7.3%	4.9%	17.5%	7.1%	4.9%	18.2%	7.2%	4.8%
American Indian or Alaska Native	0.4%	0.1%	0.4%	0.0%	0.1%	0.4%	0.2%	0.1%	0.4%
Asian	0.0%	3.4%	9.9%	0.0%	3.3%	10.1%	0.2%	3.3%	10.3%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%	0.0%	1.7%	2.2%
Latino	83.8%	73.8%	56.1%	80.7%	73.6%	56.1%	80.1%	72.9%	56.0%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.2%	0.2%	0.4%	0.2%	0.1%	0.4%
White	0.2%	9.8%	20.3%	0.2%	9.7%	20.0%	0.0%	9.7%	19.7%
Two or More Races	0.9%	2.0%	4.6%	1.3%	2.1%	4.8%	1.2%	2.2%	4.9%
Not Reported	0.0%	1.8%	1.1%	0.2%	2.2%	1.2%	0.0%	2.7%	1.3%

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

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

Stella High Charter Academy

Board District: 1 | Region: South | Location Code: 8947

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.

	2023-2024						2024-2025						2025-2026					
	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	66	19.2%	15,302	6.5%	211,186	10.6%	54	16.0%	13,052	5.9%	198,853	10.4%	37	11.3%	10,142	4.9%	174,300	9.5%
At-Risk 4-5 Years	5	1.5%	15,717	6.7%	136,188	6.8%	2	0.6%	11,406	5.2%	115,009	6.0%	1	0.3%	11,109	5.4%	113,143	6.2%
EL 0-3 Years	8	2.3%	60,574	25.7%	519,651	26.0%	8	2.4%	57,726	26.1%	516,862	26.9%	8	2.5%	48,131	23.5%	467,800	25.6%
EL 4+ Years & Not At-Risk or LTEL	29	8.4%	14,725	6.2%	207,768	10.4%	11	3.3%	13,775	6.2%	178,306	9.3%	26	8.0%	11,946	5.8%	170,621	9.3%
EL Total	108	31.4%	106,318	45.0%	1,074,793	53.8%	75	22.2%	95,959	43.3%	1,009,030	52.6%	72	22.1%	81,328	39.7%	925,864	50.7%
RFEP	236	68.6%	129,789	55.0%	924,422	46.2%	263	77.8%	125,465	56.7%	909,298	47.4%	254	77.9%	123,618	60.3%	900,560	49.3%
Total Ever EL	344	100.0%	236,107	100.0%	1,999,215	100.0%	338	100.0%	221,424	100.0%	1,918,328	100.0%	326	100.0%	204,946	100.0%	1,826,424	100.0%

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

Stella High Charter Academy

Board District: 1 | Region: South | Location Code: 8947

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						2025-2026					
	School			Los Angeles Unified			School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	532			529,902			555			516,685			567			497,105		
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**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	89	100.0%	16.7%	78,319	100.0%	14.8%	94	100.0%	16.9%	80,505	100.0%	15.6%	98	100.0%	17.3%	81,470	100.0%	16.4%
High Incidence	78	87.6%	14.7%	52,153	66.6%	9.8%	82	87.2%	14.8%	52,412	65.1%	10.1%	84	85.7%	14.8%	51,757	63.5%	10.4%
Low Incidence	11	12.4%	2.1%	26,162	33.4%	4.9%	12	12.8%	2.2%	28,084	34.9%	5.4%	14	14.3%	2.5%	29,702	36.5%	6.0%
Autism	10	11.2%	1.9%	18,713	23.9%	3.5%	11	11.7%	2.0%	20,802	25.8%	4.0%	14	14.3%	2.5%	22,739	27.9%	4.6%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%	0	0.0%	0.0%	10	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%	0	0.0%	0.0%	172	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%	0	0.0%	0.0%	964	1.2%	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%	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%	0	0.0%	0.0%	903	1.1%	0.2%
Intellectual Disability	1	1.1%	0.2%	3,393	4.3%	0.6%	1	1.1%	0.2%	3,381	4.2%	0.7%	0	0.0%	0.0%	3,259	4.0%	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%	0	0.0%	0.0%	1,043	1.3%	0.2%
Other Health Impairment	26	29.2%	4.9%	10,930	14.0%	2.1%	25	26.6%	4.5%	11,596	14.4%	2.2%	23	23.5%	4.1%	12,092	14.8%	2.4%
Orthopedic Impairment	0	0.0%	0.0%	533	0.7%	0.1%	0	0.0%	0.0%	434	0.5%	0.1%	0	0.0%	0.0%	405	0.5%	0.1%
Specific Learning Disability	49	55.1%	9.2%	29,615	37.8%	5.6%	52	55.3%	9.4%	29,368	36.5%	5.7%	58	59.2%	10.2%	28,727	35.3%	5.8%
Speech or Language Impairment	3	3.4%	0.6%	11,608	14.8%	2.2%	5	5.3%	0.9%	11,448	14.2%	2.2%	3	3.1%	0.5%	10,938	13.4%	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%	0	0.0%	0.0%	59	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%	0	0.0%	0.0%	158	0.2%	0.0%

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

Attachment C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
STELLA HIGH CHARTER ACADEMY
BOARD OF EDUCATION REPORT 101 – 26/27
October 13, 2026

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2027 until June 30, 2032 to serve up to 600 students in grades 9-12 in each year of the charter term.

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

III. Proposed Change:
The approval of this charter petition would renew the charter of Stella High Charter Academy for five (5) years beginning July 1, 2027 until June 30, 2032.

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

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

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. ABRAHAMS, III
Executive Director
Student Integration Services

File #: Rep-070-26/27, **Version:** 1 **Agenda Date:** 10/13/2026
In Control: Charter Schools Division

Approval of the Renewal Petition for Alliance Marc & Eva Stern Math and Science [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Alliance Marc & Eva Stern Math and Science) Recommends approval of the renewal petition for Alliance Marc & Eva Stern Math and Science, a Middle performing, Start-Up Independent charter school, located in Board District 2 and Region East, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 600 students in grades 9-12 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Alliance Marc & Eva Stern Math and Science ("Charter School"), a Start-Up Independent charter school, located in Board District 2 and Region East, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 600 students in grades 9-12 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
Alliance Marc & Eva Stern Math and Science is a 9-12 high school currently serving 588 students on a private facility at 5151 State University Drive, Los Angeles, CA, 90032 in Board District 2 and Region East. Alliance Marc & Eva Stern Math and Science was originally approved by the LAUSD Board of Education on March 7, 2006. On September 25, 2018, the charter school was renewed for a five-year term to serve 600 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Alliance Marc & Eva Stern Math and Science expires June 30, 2027.

On July 16, 2026, Alliance Marc & Eva Stern Math and Science submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through October 14, 2026.

An initial Public Hearing was held on August 25, 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 Alliance Marc & Eva Stern Math and Science governing board members complete questionnaires so

the District may assess whether any conflicts of interest arise based on the information provided. Additionally, resumes and due diligence forms are requested from Alliance Marc & Eva Stern Math and Science's Lead Petitioner; Executive Director/Chief Executive Officer or equivalent; Principal or equivalent; Financial manager or equivalent; and Chief Financial Officer or equivalent, as applicable. A confidential due diligence review of the charter school, the governing organization, and school's leaders, may be conducted by the Office of the Inspector General (OIG) as appropriate, and to the extent the OIG identifies any material concerns, 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 14 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, applicable policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms set forth in Charter School's renewal petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the renewal petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2027.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal 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 renewal 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. 070, 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's renewal petition.

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

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

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

the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

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

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

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

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

Attachments:
Signature Page
Attachment A- Staff Assessment and Recommendation Report
Attachment B- Alliance Marc & Eva Stern Math and Science Data Set
Attachment C- Desegregation Impact Statement

Budget, Petition, CORE Data (if applicable), and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1ULpxP9Zgjt2eENYJ4Ht4mvwCEUWYVs2n?usp=sharing>

Submitted:
09/17/26

RESPECTFULLY SUBMITTED,

ANDRÉS E. CHAIT
Superintendent of Schools

APPROVED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

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

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

Attachment A

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 070-26/27
October 13, 2026

School Name:	**Alliance Marc & Eva Stern Math and Science**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 14, 2026**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Alliance College-Ready Public Schools**		
Location Code:	**8826**		
Type of Site(s):	**Private**		
Site Address(es):	**5151 State University Drive, Los Angeles, CA 90032**		
Board District(s):	**2**	Region(s):	**East**
Grade Levels Served:	**9-12**	Current Enrollment:	**588**
Grade Levels Authorized in Current Charter:	**9-12**	Approved Enrollment in Current Charter:	**600**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2026 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval for a five (5)-year term (2027-2032)**		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Alliance Marc & Eva Stern Math and Science ("Alliance Stern" or "Charter School"), located in Board District 2 and Region East, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 600 students in grades 9-12 in each year of the charter term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 14 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

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

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

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

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

III. GENERAL SCHOOL INFORMATION

A. School History

	Alliance Marc & Eva Stern Math and Science
Initial Authorization:	On March 7, 2006, Alliance Marc & Eva Stern Math and Science (formerly named Math and Science School) was authorized by the LAUSD Board of Education to serve 500 students in grades 9-12.
Most Recent Renewal:	The charter was renewed on September 25, 2018, for a five-year term (July 1, 2019 - June 30, 2024) to serve up to 600 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Alliance Marc & Eva Stern Math and Science expires June 30, 2027.

	Alliance Marc & Eva Stern Math and Science
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on December 12, 2019, to amend corporate structure and governance model.
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Alliance Stern submitted its renewal petition application on July 16, 2026. The 90-day statutory timeline for Board action on the petition runs through October 14, 2026.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Alliance Stern implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Alliance Stern participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Alliance Marc & Eva Stern Math and Science is operated by Alliance College-Ready Public Schools ("Alliance"), a California nonprofit public benefit corporation that also operates 21 other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

A. Summary

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

Overall, Charter School's Dashboard performance was higher than the state in English Language Arts (ELA), Math, Science, English Learner Progress Indicator (ELPI), and College and Career Indicator (CCI). The charter school submitted verified data. The recommendation of approval is based on a holistic review of the charter school, including performing higher than the state for the majority of applicable academic indicators.

Please see the Alliance Marc & Eva Stern Math and Science data set.

a. 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.

Alliance Marc Eva Stern Math and Science Dashboard Indicators

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
Dashboard 2023	Green	Yellow	Not Applicable	Blue	Very High	Not Applicable	Blue	Blue
Dashboard 2024	Green	Yellow	No Performance Color	Not Applicable	Blue	Not Applicable	Blue	Yellow
Dashboard 2025	Green	Green	Green	No Performance Color	Blue	Not Applicable	Blue	Green

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

b. English Language Arts Indicator

In 2023, 2024, and 2025 in ELA, the charter school's DFS was higher than the state for All Students, and for all numerically significant student groups.

Alliance Marc & Eva Stern Math and Science - English Language Arts Indicator - 2023 Dashboard

Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**140**	**64.7**	**-13.6**	**Higher**
Latino	99%	137	63.5	-40.2	Higher
Socioeconomically Disadvantaged	99%	124	62.4	-42.6	Higher

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

Alliance Marc & Eva Stern Math and Science - English Language Arts Indicator - 2024 Dashboard

Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**130**	**71.7**	**-13.2**	**Higher**
Latino	100%	124	73.1	-39.3	Higher
Socioeconomically Disadvantaged	100%	115	68.1	-40.9	Higher

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

Alliance Marc & Eva Stern Math and Science - English Language Arts Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**141**	**69.9**	**-8.1**	**Higher**
Latino	99%	137	71.3	-33.7	Higher
Socioeconomically Disadvantaged	98%	129	70.9	-35.3	Higher

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

c. Math Indicator

In 2023, 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 numerically significant student groups.

Alliance Marc & Eva Stern Math and Science - Mathematics Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**140**	**-49.5**	**-49.1**	**Lower**
Latino	99%	137	-49.8	-80.8	Higher
Socioeconomically Disadvantaged	99%	124	-54.2	-80.8	Higher

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

Alliance Marc & Eva Stern Math and Science - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**98%**	**128**	**-50.1**	**-47.6**	**Lower**
Latino	98%	122	-50.1	-79.2	Higher
Socioeconomically Disadvantaged	98%	113	-52.3	-78.2	Higher

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

Alliance Marc & Eva Stern Math and Science - Mathematics Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**141**	**-43.6**	**-42.4**	**Lower**
Latino	99%	137	-43.3	-73.6	Higher

Alliance Marc & Eva Stern Math and Science - Mathematics Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
Socioeconomically Disadvantaged	98%	129	-46.9	-72.9	Higher

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

d. Science Indicator

In 2024 and 2025 in Science, the charter school's Science Points were higher than the state for All Students, and for all numerically significant student groups.

Alliance Marc & Eva Stern Math and Science - Science Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**99%**	**133**	**63.3**	**51.2**	**Higher**
Latino	99%	130	63.3	45.4	Higher
Socioeconomically Disadvantaged	100%	122	62.7	45.6	Higher

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

Alliance Marc & Eva Stern Math and Science - Science Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**98%**	**120**	**64.8**	**52.6**	**Higher**
Latino	97%	114	65.2	47.1	Higher
Socioeconomically Disadvantaged	97%	106	64.5	47.1	Higher

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

e. English Learner Progress Indicator

In 2023 and 2025 on the English Learner Progress Indicator (ELPI), the charter school's English Learner Progress Rate was higher than the state. In 2024, the ELPI Indicator did not have numerically significant data.

Alliance Marc & Eva Stern Math and Science - English Learner Progress Indicator - 2023 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	34	70.6%	48.7%	Higher

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

Alliance Marc & Eva Stern Math and Science - English Learner Progress Indicator - 2025 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	34	61.8%	46.4%	Higher

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

f. College/Career Indicator

In 2023, 2024, and 2025, the charter school's percentage of high school graduates prepared for college or a career was higher than the state for All Students, and for all numerically significant student groups.

Alliance Marc & Eva Stern Math and Science - College/Career Indicator - 2023 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**131**	**73.3%**	**43.9%**	**Higher**
Latino	126	73.0%	35.5%	Higher
Socioeconomically Disadvantaged	126	72.2%	35.4%	Higher

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

Alliance Marc & Eva Stern Math and Science - College/Career Indicator - 2024 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**139**	**72.7%**	**45.3%**	**Higher**
Latino	135	72.6%	37.4%	Higher
Socioeconomically Disadvantaged	124	73.4%	37.4%	Higher

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

Alliance Marc & Eva Stern Math and Science - College/Career Indicator - 2025 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**125**	**90.4%**	**51.7%**	**Higher**
Latino	119	90.8%	45.1%	Higher
Socioeconomically Disadvantaged	115	89.6%	44.8%	Higher

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

g. Chronic Absenteeism Indicator

Not applicable

h. Graduation Rate Indicator [HS only]
In 2023, 2024, and 2025, the charter school's percentage of graduated students was higher than the state for All Students, and for all numerically significant student groups. Alliance Stern's students must meet A-G requirements with a grade of "C" or better.

i. Suspension Rate Indicator
In 2023 and 2024, the charter school's percentage of students suspended at least once was lower than the state for All Students, and for all numerically significant student groups. In 2025, the charter school's percentage of students suspended at least once was lower than the state for All Students, and for four of five numerically significant student groups.

j. Dashboard Local Indicators
Staff also considered the Local Indicators (e.g., Basics: 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 categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for Alliance Stern's outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2024-2025	*Developing*
2025-2026	*Proficient*
Concerns	The rating of *Developing* in 2024-2025 was primarily due to the Alliance charter schools' pattern of financial practices related to certain expenditures, as well as delays in depositing school-site funds. Alliance represented to the District that the expenditures reviewed by the District were funded through philanthropic/private sources and provided supporting documentation. The CSD will continue to monitor these matters through the oversight process

VI. VERIFIED DATA

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

Alliance Stern provided verified data as part of its renewal application. The verified data was considered by staff. Ultimately, the school's performance on the California Dashboard informed the District's recommendation for approval.

VII. SUPPLEMENTAL INFORMATION

The California Department of Education (CDE) specified that, "The CORE growth model was not adopted by the California State Board of Education (SBE) as verified data."[1] The CDE further specified that, "CAASPP reported data can only be used in a manner consistent with the data reported on the CAASPP website and Dashboard. CAASPP data, and methodologies for analyzing CAASPP data (e.g., CORE Student Growth Percentiles) that are mutually agreed upon by the chartering authority and charter school, may be used to supplement Dashboard results. However, CAASPP data may not be used to dispute the Dashboard results."[2]

Charter School signed an agreement with LAUSD to submit CORE. Charter School submitted CORE Student Growth Percentiles to be used to supplement Dashboard results which was considered as part of the renewal analysis.

VIII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Alliance Marc & Eva Stern Math and Science's ending net assets are positive.

[1] https://www.cde.ca.gov/sp/ch/verifdatafaqs.asp#can-core-data-be-used-as-verified-data-updated-06-jun-2023
[2] https://www.cde.ca.gov/sp/ch/verifdatacrit.asp

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Ending Net Assets	$7,543,737	$8,706,987	$8,854,957	$8,719,160	$8,858,640
Net Income/Loss	$216,487	$1,163,250	$147,970	($135,797)[1]	$139,480
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment	574	569	561	561	588

[1] According to Alliance, the reported net loss of ($135,797) for FY 2024-2025 was primarily attributed to lower one-time funding available to the school and higher-than-expected technology costs and Special Education contracted services. Alliance stated that the school is strategically utilizing its reserves to maintain quality programming while moving towards fiscal sustainability.

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.

Alliance College-Ready Public Schools					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Ending Net Assets	Net Income / (Loss)	Ending Net Assets	Net Income / (Loss)
23[2]	23[2]	$196,339,482	($14,114,517)[3]	$33,902,657	($7,009,544)[3]

[2] Effective June 30, 2025, Alliance Tennenbaum Family Technology High ("Alliance Tennenbaum") was closed following the Alliance Board's March 12, 2025, approval to voluntarily surrender Alliance Tennenbaum's charter, citing existing and projected enrollment trends and related fiscal and operational challenges. As such, there are 22 Alliance charter schools in School Years 2025-2026 and 2026-2027 that are operational and authorized by LAUSD.

[3] The Alliance organization reported a net loss of more than $14 million for the 2025-2026 school year including its related parties and charter schools, and a net loss of more than $7

million excluding its related parties and charter schools. Alliance explained that the losses were primarily driven by several one-time events, including:

- Approximately $7 million in net losses were incurred by 17 of its 23 Alliance charter schools. According to Alliance, these losses were primarily attributable to the expiration of one-time pandemic-related funding, declines in enrollment, and higher-than-expected operating costs. Alliance asserted that the affected charter schools used their reserves to maintain program quality during the fiscal year.
- The remaining $7 million net loss reported by the Alliance Home Office was primarily attributable to additional expenditures for strategic, non-recurring investments, including the Human Resources Information System ("HRIS"), innovation and attendance initiatives, curriculum review, career and internship programs, and college persistence efforts.

Notwithstanding the net losses, the Alliance organization reported positive ending net assets of approximately $196.3 million, including its related parties and charter schools, and $33.9 million, excluding its related parties and charter schools, as of June 30, 2025.

Alliance Marc & Eva Stern Math and Science

Board District: 2 | Region: East | Location Code: 8826

CA School Dashboard: Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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	99%	140	64.7	-8.2	Declined	Green	-13.6	Higher	100%	130	71.7	7.0	Increased	Green	-13.2	Higher	99%	141	69.9	-1.8	Maintained	Green	-8.1	Higher
English Learner	100%	14	-54.4	26.3	Increased Significantly	--	-67.7	--	100%	13	3.1	57.5	Increased Significantly	--	-67.6	--	100%	25	-14.1	-17.2	Declined Significantly	--	-59.9	--
Latino	99%	137	63.5	-9.1	Declined	Green	-40.2	Higher	100%	124	73.1	9.6	Increased	Green	-39.3	Higher	99%	137	71.3	-1.8	Maintained	Green	-33.7	Higher
Socioeconomically Disadvantaged	99%	124	62.4	-9.3	Declined	Green	-42.6	Higher	100%	115	68.1	5.8	Increased	Green	-40.9	Higher	98%	129	70.9	2.7	Maintained	Green	-35.3	Higher
Students with Disabilities	100%	16	-63.9	-13.1	Declined	--	-96.3	--	100%	15	-39.1	24.9	Increased Significantly	--	-95.6	--	100%	19	-16.4	22.7	Increased Significantly	--	-89.4	--

Data Sources: California School Dashboard Research data files.

Alliance Marc & Eva Stern Math and Science

Board District: 2 | Region: East | Location Code: 8826

CA School Dashboard: Academic Performance - Math

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

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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	99%	140	-49.5	-5.5	Declined	Yellow	-49.1	Lower	98%	128	-50.1	-0.6	Maintained	Yellow	-47.6	Lower	99%	141	-43.6	6.5	Increased	Green	-42.4	Lower
English Learner	100%	14	-124.8	16.0	Increased Significantly	--	-93.4	--	100%	13	-99.2	25.6	Increased Significantly	--	-93.4	--	96%	24	-106.5	-7.3	Declined	--	-86.1	--
Latino	99%	137	-49.8	-5.3	Declined	Yellow	-80.8	Higher	98%	122	-50.1	-0.3	Maintained	Yellow	-79.2	Higher	99%	137	-43.3	6.9	Increased	Green	-73.6	Higher
Socioeconomically Disadvantaged	99%	124	-54.2	-7.6	Declined	Yellow	-80.8	Higher	98%	113	-52.3	1.9	Maintained	Yellow	-78.2	Higher	98%	129	-46.9	5.4	Increased	Green	-72.9	Higher
Students with Disabilities	100%	16	-172.1	-16.5	Declined Significantly	--	-127.3	--	100%	15	-171.0	1.1	Maintained	--	-124.3	--	100%	19	-147.5	23.5	Increased Significantly	--	-120.7	--

Data Sources: California School Dashboard Research data files.

Alliance Marc & Eva Stern Math and Science

Board District: 2 | Region: East | Location Code: 8826

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														
	Dashboard 2024						Dashboard 2025							
Student Group	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	99%	133	63.3	--	51.2	Higher	98%	120	64.8	1.5	Maintained	Green	52.6	Higher
English Learner	100%	10	*	*	39.0	*	100%	11	56.1	--	--	--	41.1	--
Latino	99%	130	63.3	--	45.4	Higher	97%	114	65.2	1.9	Maintained	Blue	47.1	Higher
Socioeconomically Disadvantaged	100%	122	62.7	--	45.6	Higher	97%	106	64.5	1.7	Maintained	Green	47.1	Higher
Students with Disabilities	93%	15	30.2	--	36.7	--	100%	12	44.9	14.7	Increased Significantly	--	38.3	--

Data Sources: California School Dashboard Research data files.

Alliance Marc & Eva Stern Math and Science

Board District: 2 | Region: East | Location Code: 8826

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 30 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	34	70.6%	23.9	Increased Significantly	Blue	48.7%	Higher	28	50.0%	-20.6	Declined Significantly	--	45.7%	--	34	61.8%	11.8	Increased Significantly	--	46.4%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	28	50.0%	-19.7	Declined Significantly	--	45.8%	--	32	59.4%	9.4	Increased	--	49.1%	Higher

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	61.8%	8.8%	17.6%	11.8%	45.7%	2.3%	32.2%	18.3%
2024	EL	50.0%	0.0%	28.6%	21.4%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	50.0%	0.0%	28.6%	21.4%	41.6%	3.4%	28.5%	24.7%
2025	EL	61.8%	0.0%	26.5%	11.8%	44.6%	1.3%	35.5%	17.2%
2025	LTEL	59.4%	0.0%	28.1%	12.5%	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.

Alliance Marc & Eva Stern Math and Science

Board District: 2 | Region: East | Location Code: 8826

CA School Dashboard: Academic Performance - College / Career

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

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

College / Career Academic Indicator (CCI) - CA School Dashboard Indicator																			
	Dashboard 2023					Dashboard 2024							Dashboard 2025						
Student Group	Students	CCI	Status Level	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State
All Students	131	73.3%	Very High	43.9%	Higher	139	72.7%	-0.6	Maintained	Blue	45.3%	Higher	125	90.4%	10.5	Increased	Blue	51.7%	Higher
English Learner	9	*	*	15.3%	*	10	*	*	*	*	17.2%	*	11	81.8%	0.0	--	--	24.3%	--
Latino	126	73.0%	Very High	35.5%	Higher	135	72.6%	-0.4	Maintained	Blue	37.4%	Higher	119	90.8%	10.8	Increased	Blue	45.1%	Higher
Long-Term English Learner	--	--	--	--	--	10	*	*	*	*	16.5%	*	11	81.8%	0.0	--	--	24.9%	--
Socioeconomically Disadvantaged	126	72.2%	Very High	35.4%	Higher	124	73.4%	1.2	Maintained	Blue	37.4%	Higher	115	89.6%	8.9	Increased	Blue	44.8%	Higher
Students with Disabilities	17	29.4%	Low	12.3%	--	18	16.7%	-12.7	Declined	--	13.5%	--	14	50.0%	11.1	Increased	--	18.7%	--

Data Sources: California School Dashboard Research data files.

Alliance Marc & Eva Stern Math and Science

Board District: 2 | Region: East | Location Code: 8826

CA School Dashboard: Suspension Rate Indicator

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

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

Suspension Rate Indicator - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	584	0.3%	-1.2	Declined	Blue	3.5%	Lower	579	1.2%	0.9	Increased	Yellow	3.2%	Lower	568	1.4%	0.2	Maintained	Green	2.9%	Lower
English Learner	51	0.0%	-5.3	Declined	Blue	3.7%	Lower	44	2.3%	2.3	Increased	Orange	3.4%	Lower	38	5.3%	3.0	Increased	Orange	3.2%	Higher
Latino	568	0.4%	-1.3	Declined	Blue	3.8%	Lower	564	1.2%	0.9	Increased	Yellow	3.4%	Lower	542	1.5%	0.2	Maintained	Green	3.0%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	42	2.4%	2.4	Increased	Orange	8.1%	Lower	35	5.7%	3.3	Increased	Orange	7.0%	Lower
Socioeconomically Disadvantaged	517	0.4%	-1.2	Declined	Blue	4.5%	Lower	514	1.2%	0.8	Increased	Yellow	4.0%	Lower	513	1.6%	0.4	Increased	Orange	3.6%	Lower
Students with Disabilities	68	1.5%	-2.4	Declined	Green	5.9%	Lower	67	3.0%	1.5	Increased	Orange	5.4%	Lower	71	4.2%	1.2	Increased	Orange	5.0%	Lower
White	7	*	*	*	*	2.9%	*	8	*	*	*	*	2.6%	*	14	0.0%	--	--	--	2.4%	--

Data Sources: California School Dashboard Research data files.

Alliance Marc & Eva Stern Math and Science

Board District: 2 | Region: East | Location Code: 8826

CA School Dashboard: Graduation Rate Indicator

This report shows the combined four- and five-year graduation rate for comprehensive (or traditional) high schools and Dashboard Alternative School Status (DASS) schools for all student groups in grades 9-12. This rate is based on the number of high school students who graduate with a regular high school diploma in either four or five years. The 2025 Graduation Rate Indicator includes students from the most recent graduation cohort (Class of 2025) as well as students from the prior cohort (Class of 2024) who graduated in their fifth year of high school in 2023-25. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

Graduation Rate Indicator - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State
All Students	131	98.5%	0.6	Maintained	Blue	86.4%	Higher	139	95.0%	-3.5	Declined	Blue	86.7%	Higher	126	97.6%	2.7	Increased	Blue	87.8%	Higher
English Learner	9	*	*	*	*	73.5%	*	10	*	*	*	*	77.9%	*	11	90.9%	--	--	--	79.7%	--
Latino	126	99.2%	1.4	Increased	Blue	84.2%	Higher	135	95.6%	-3.7	Declined	Blue	85.3%	Higher	120	97.5%	1.9	Increased	Blue	86.9%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	10	*	*	*	*	80.8%	*	11	90.9%	--	--	--	84.0%	--
Socioeconomically Disadvantaged	126	98.4%	0.6	Maintained	Blue	83.7%	Higher	124	96.8%	-1.6	Declined	Blue	84.4%	Higher	115	97.4%	0.6	Maintained	Blue	86.2%	Higher
Students with Disabilities	17	94.1%	2.5	Increased	--	72.7%	--	18	88.9%	-5.2	Declined Significantly	--	74.4%	--	15	93.3%	4.4	Increased	--	77.1%	--

Data Sources: California School Dashboard Research data files.

Alliance Marc & Eva Stern Math and Science

Board District: 2 | Region: East | Location Code: 8826

Local Indicators Report

Local Indicators - CA School Dashboard Indicator			
Priority	**2023 Dashboard**	**2024 Dashboard**	**2025 Dashboard**
Basic Services and Conditions (Priority 1)	Standard Met	Standard Met	Standard Met
Implementation of State Academic Standards (Priority 2)	Standard Met	Standard Met	Standard Met
Parent and Family Engagement (Priority 3)	Standard Met	Standard Met	Standard Met
School Climate (Priority 6)	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study (Priority 7)	Standard Met	Standard Met	Standard Met

Data Sources: California School Dashboard Local Indicators Research data files.

Alliance Marc & Eva Stern Math and Science

Board District: 2 | Region: East | Location Code: 8826

Enrollment Report

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

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

Enrollment by Ethnicity and Student Group									
	2023-2024			2024-2025			2025-2026		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	561	529,902	5,837,690	558	516,685	5,806,221	590	497,105	5,731,260
F/R Meal	88.9%	80.6%	61.6%	89.8%	81.9%	62.7%	81.5%	82.2%	62.4%
GATE	10.3%	11.6%	N/A	7.2%	13.0%	N/A	5.6%	14.1%	N/A
English Learner	7.5%	20.1%	18.4%	6.5%	18.6%	17.4%	7.1%	16.4%	16.2%
Foster Youth	0.4%	0.6%	0.5%	0.4%	0.5%	0.5%	0.2%	0.5%	0.5%
Homeless Youth	0.0%	2.1%	3.6%	1.3%	2.7%	4.0%	2.0%	2.4%	3.8%
Socioeconomically Disadvantaged	89.3%	81.3%	62.7%	90.0%	82.4%	63.6%	83.4%	82.7%	63.1%
Students w/ Disabilities	12.1%	14.8%	13.7%	12.0%	15.6%	14.2%	12.5%	16.4%	14.8%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%	0.5%	0.3%	0.8%
African American/Black	0.2%	7.3%	4.9%	0.4%	7.1%	4.9%	0.5%	7.2%	4.8%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.2%	0.1%	0.4%	0.3%	0.1%	0.4%
Asian	0.2%	3.4%	9.9%	0.9%	3.3%	10.1%	0.3%	3.3%	10.3%
Filipino	0.4%	1.7%	2.2%	0.5%	1.6%	2.2%	0.7%	1.7%	2.2%
Latino	97.3%	73.8%	56.1%	95.3%	73.6%	56.1%	95.8%	72.9%	56.0%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%	0.0%	0.1%	0.4%
White	1.4%	9.8%	20.3%	2.5%	9.7%	20.0%	1.7%	9.7%	19.7%
Two or More Races	0.0%	2.0%	4.6%	0.0%	2.1%	4.8%	0.0%	2.2%	4.9%
Not Reported	0.5%	1.8%	1.1%	0.2%	2.2%	1.2%	0.7%	2.7%	1.3%

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

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

Alliance Marc & Eva Stern Math and Science

Board District: 2 | Region: East | Location Code: 8826

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.

	2023-2024						2024-2025						2025-2026					
	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	24	7.7%	15,302	6.5%	211,186	10.6%	27	8.8%	13,052	5.9%	198,853	10.4%	26	8.4%	10,142	4.9%	174,300	9.5%
At-Risk 4-5 Years	0	0.0%	15,717	6.7%	136,188	6.8%	1	0.3%	11,406	5.2%	115,009	6.0%	0	0.0%	11,109	5.4%	113,143	6.2%
EL 0-3 Years	0	0.0%	60,574	25.7%	519,651	26.0%	1	0.3%	57,726	26.1%	516,862	26.9%	3	1.0%	48,131	23.5%	467,800	25.6%
EL 4+ Years & Not At-Risk or LTEL	18	5.8%	14,725	6.2%	207,768	10.4%	7	2.3%	13,775	6.2%	178,306	9.3%	13	4.2%	11,946	5.8%	170,621	9.3%
EL Total	42	13.5%	106,318	45.0%	1,074,793	53.8%	36	11.7%	95,959	43.3%	1,009,030	52.6%	42	13.5%	81,328	39.7%	925,864	50.7%
RFEP	270	86.5%	129,789	55.0%	924,422	46.2%	272	88.3%	125,465	56.7%	909,298	47.4%	269	86.5%	123,618	60.3%	900,560	49.3%
Total Ever EL	312	100.0%	236,107	100.0%	1,999,215	100.0%	308	100.0%	221,424	100.0%	1,918,328	100.0%	311	100.0%	204,946	100.0%	1,826,424	100.0%

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

Alliance Marc & Eva Stern Math and Science

Board District: 2 | Region: East | Location Code: 8826

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						2025-2026					
	School			Los Angeles Unified			School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	561			529,902			558			516,685			590			497,105		
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**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	68	100.0%	12.1%	78,319	100.0%	14.8%	67	100.0%	12.0%	80,505	100.0%	15.6%	74	100.0%	12.5%	81,470	100.0%	16.4%
High Incidence	53	77.9%	9.4%	52,153	66.6%	9.8%	53	79.1%	9.5%	52,412	65.1%	10.1%	63	85.1%	10.7%	51,757	63.5%	10.4%
Low Incidence	15	22.1%	2.7%	26,162	33.4%	4.9%	14	20.9%	2.5%	28,084	34.9%	5.4%	11	14.9%	1.9%	29,702	36.5%	6.0%
Autism	12	17.6%	2.1%	18,713	23.9%	3.5%	12	17.9%	2.2%	20,802	25.8%	4.0%	8	10.8%	1.4%	22,739	27.9%	4.6%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%	0	0.0%	0.0%	10	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%	0	0.0%	0.0%	172	0.2%	0.0%
Emotional Disturbance	2	2.9%	0.4%	1,148	1.5%	0.2%	2	3.0%	0.4%	1,082	1.3%	0.2%	2	2.7%	0.3%	964	1.2%	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%	0	0.0%	0.0%	1	0.0%	0.0%
Hard of Hearing	1	1.5%	0.2%	971	1.2%	0.2%	0	0.0%	0.0%	931	1.2%	0.2%	0	0.0%	0.0%	903	1.1%	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%	1	1.4%	0.2%	3,259	4.0%	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%	0	0.0%	0.0%	1,043	1.3%	0.2%
Other Health Impairment	12	17.6%	2.1%	10,930	14.0%	2.1%	11	16.4%	2.0%	11,596	14.4%	2.2%	12	16.2%	2.0%	12,092	14.8%	2.4%
Orthopedic Impairment	0	0.0%	0.0%	533	0.7%	0.1%	0	0.0%	0.0%	434	0.5%	0.1%	0	0.0%	0.0%	405	0.5%	0.1%
Specific Learning Disability	39	57.4%	7.0%	29,615	37.8%	5.6%	41	61.2%	7.3%	29,368	36.5%	5.7%	48	64.9%	8.1%	28,727	35.3%	5.8%
Speech or Language Impairment	2	2.9%	0.4%	11,608	14.8%	2.2%	1	1.5%	0.2%	11,448	14.2%	2.2%	3	4.1%	0.5%	10,938	13.4%	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%	0	0.0%	0.0%	59	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%	0	0.0%	0.0%	158	0.2%	0.0%

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

Attachment C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
ALLIANCE MARC & EVA STERN MATH AND SCIENCE
BOARD OF EDUCATION REPORT 070 – 26/27
OCTOBER 13, 2026

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2027 until June 30, 2032 to serve up to 600 students in grades 9-12 in each year of the charter term.

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

III. Proposed Change:
The approval of this charter petition would renew the charter of Alliance Marc & Eva Stern Math and Science for five (5) years beginning July 1, 2027 until June 30, 2032.

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

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

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

PREPARED BY:

HELENA YOON-FONTAMILLAS, ED.D.
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

File #: Rep-075-26/27, **Version:** 1 **Agenda Date:** 10/13/2026
In Control: Charter Schools Division

Approval of the Renewal Petition for Alliance Susan and Eric Smidt Technology High [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Alliance Susan and Eric Smidt Technology High) Recommends approval of the renewal petition for Alliance Susan and Eric Smidt Technology High, a Middle performing, Start-Up Independent charter school, with a benchmark in the area of academics (English Learner Progress Indicator), located in Board District 2 and Region East, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 600 students in grades 9-12 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Alliance Susan and Eric Smidt Technology High ("Charter School"), a Start-Up Independent charter school, with a benchmark in the area of academics (English Learner Progress Indicator), located in Board District 2 and Region East, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 600 students in grades 9-12 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
Alliance Susan and Eric Smidt Technology High is a 9-12 high school currently serving 247 students on a private facility at 211 South Avenue 20, Los Angeles, CA 90031in Board District 2 and Region East. Alliance Susan and Eric Smidt Technology High was originally approved by the LAUSD Board of Education on October 20, 2009. On November 24, 2020, the charter school was renewed for a five-year term to serve 600 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Alliance Susan and Eric Smidt Technology High expires June 30, 2027.

On July 16, 2026, Alliance Susan and Eric Smidt Technology High submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through October 14, 2026.

An initial Public Hearing was held on August 25, 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 Alliance Susan and Eric Smidt Technology High governing board members complete questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. Additionally, resumes and due diligence forms are requested from Alliance Susan and Eric Smidt Technology High's Lead Petitioner; Executive Director/Chief Executive Officer or equivalent; Principal or equivalent; Financial manager or equivalent; and Chief Financial Officer or equivalent, as applicable. A confidential due diligence review of the charter school, the governing organization, and school's leaders, may be conducted by the Office of the Inspector General (OIG) as appropriate, and to the extent the OIG identifies any material concerns, 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 14 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, applicable policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms set forth in Charter School's renewal petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the renewal petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2027.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal 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 renewal 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. 075, 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's renewal petition.

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

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

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

Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

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

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

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

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

Attachments:
Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Alliance Susan and Eric Smidt Technology High Data Set
Attachment C - Desegregation Impact Statement

Budget, Petition, CORE Data (if applicable) and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1eUmEX7gA68JPrD6poy402yrWigrAYbw2?usp=drive_link>

Submitted:
09/17/26

RESPECTFULLY SUBMITTED,

ANDRÉS E. CHAIT
Superintendent of Schools

APPROVED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

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

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 075-26/27
October 13, 2026

School Name:	**Alliance Susan and Eric Smidt Technology High**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 14, 2026**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Alliance College-Ready Public Schools**		
Location Code:	**7684**		
Type of Site(s):	**Private**		
Site Address(es):	**211 South Avenue 20, Los Angeles, CA 90031**		
Board District(s):	**2**	Region(s):	**East**
Grade Levels Served:	**9-12**	Current Enrollment:	**247**
Grade Levels Authorized in Current Charter:	**9-12**	Approved Enrollment in Current Charter:	**600**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2026 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval with a benchmark for a five (5)-year term (2027-2032)**		
PROPOSED BENCHMARKS:	The following benchmark is proposed for Alliance Susan and Eric Smidt Technology High for the 2027-2032 charter term: In each year of the charter term, the charter school shall demonstrate progress on the English Learner Progress Indicator (ELPI) as reported on the California School Dashboard by making progress towards English language proficiency by achieving an Increased or Increased Significantly from the prior year as measured by Change Level; or by achieving a percentage of students that are making progress towards English language proficiency that is equal to or higher than the state percentage of students that are making progress. As part of ongoing oversight, the District will review the charter school's performance at its annual oversight visit to determine any appropriate actions, including consideration of the school's progress upon submission of a renewal petition at the end of the term of the charter.		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Alliance Susan and Eric Smidt Technology High ("Alliance Smidt" or "Charter School"), with a benchmark in the area of academics, located in Board District 2 and Region East, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 600 students in grades 9-12 in each year of the charter term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 14 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

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

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

Charter Petition Requirement:

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

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

III. GENERAL SCHOOL INFORMATION

A. School History

	Alliance Susan and Eric Smidt Technology High
Initial Authorization:	On October 20, 2009, Alliance Susan and Eric Smidt Technology High (formerly named College-Ready Academy High School No. 14) was authorized by the LAUSD Board of Education to serve 500 students in grades 9-12.
Most Recent Renewal:	The charter was renewed on November 24, 2020, for a five-year term (July 1, 2021 - June 30, 2026) to serve up to 600 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Alliance Susan and Eric Smidt Technology High expires June 30, 2027.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	On November 24, 2020, as part of the school's most recent renewal, the LAUSD Board of Education issued the following academic benchmarks to Alliance Susan and Eric Smidt Technology High: 1. The charter school will achieve Increased or Increased Significantly in Change Level for the majority of its numerically significant subgroups on the California School Dashboard's Math Indicator over the term of the charter with the goal of achieving a Status level that is the same or higher than the applicable state levels by the time the charter is presented for renewal. The school's annual progress will be reviewed at the school's Annual Performance-Based Oversight Visit by the district. 2. The charter school will achieve Increased or Increased Significantly in Change Level for the English Learner subgroup on the California School Dashboard's English Language Arts (ELA) Indicator over the term of the charter with the goal of achieving a Status level that is the same or higher than the applicable state levels by the time the charter is presented for renewal. The school's annual progress will be reviewed at the school's Annual Performance-Based Oversight Visit by the district. Please see the "Additional Information" section below.

	Alliance Susan and Eric Smidt Technology High
Submission of Renewal Petition Application:	Alliance Smidt submitted its renewal petition application on July 16, 2026. The 90-day statutory timeline for Board action on the petition runs through October 14, 2026.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Alliance Smidt implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Alliance Smidt participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Alliance Susan and Eric Smidt Technology High is operated by Alliance College-Ready Public Schools ("Alliance"), a California nonprofit public benefit corporation that also operates 21 other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

A. Summary

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

Overall, Charter School's Dashboard performance was higher than the state in English Language Arts (ELA), Science, and College and Career Indicator (CCI), but lower in Math and English Learner Progress Indicator (ELPI). The charter school submitted verified data. The recommendation of approval is based on a holistic review of the charter school, including performing higher than the state for the majority of applicable academic indicators.

Please see the Alliance Susan and Eric Smidt Technology High data set.

a. 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.

Alliance Susan and Eric Smidt Technology High Dashboard Indicators

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
Dashboard 2023	Orange	Yellow	Not Applicable	Red	High	Not Applicable	Blue	Blue
Dashboard 2024	Orange	Yellow	No Performance Color	Yellow	Orange	Not Applicable	Yellow	Blue
Dashboard 2025	Blue	Green	Blue	Red	Blue	Not Applicable	Blue	Yellow

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

b. English Language Arts Indicator

In 2023 and 2025 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was higher than the state for All Students, and for all numerically significant student groups. In 2024 in ELA, the charter school's DFS was lower than the state for All Students, and higher than the state for all numerically significant student groups.

Alliance Susan and Eric Smidt Technology High - English Language Arts Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**60**	**-10.8**	**-13.6**	**Higher**
Latino	99%	59	-7.1	-40.2	Higher
Socioeconomically Disadvantaged	99%	58	-3.9	-42.6	Higher

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

Alliance Susan and Eric Smidt Technology High - English Language Arts Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**97%**	**62**	**-15.1**	**-13.2**	**Lower**
Latino	97%	61	-15.2	-39.3	Higher
Socioeconomically Disadvantaged	97%	61	-11.6	-40.9	Higher

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

Alliance Susan and Eric Smidt Technology High - English Language Arts Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**98%**	**47**	**68.0**	**-8.1**	**Higher**
Latino	98%	46	66.7	-33.7	Higher
Socioeconomically Disadvantaged	98%	45	65.0	-35.3	Higher

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

c. Math Indicator

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

In order to continue to improve student outcomes in Math, the charter school reports continued implementation of collaborative instructional planning, which includes classroom observations

and instructional coaching. The school also reports providing targeted, data-informed small-group math intervention aligned to grade level standards.

Alliance Susan and Eric Smidt Technology High - Mathematics Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**96%**	**59**	**-95.8**	**-49.1**	**Lower**
Latino	96%	58	-94.5	-80.8	Lower
Socioeconomically Disadvantaged	96%	57	-87.4	-80.8	Lower

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

Alliance Susan and Eric Smidt Technology High - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**97%**	**63**	**-82.6**	**-47.6**	**Lower**
Latino	97%	62	-83.1	-79.2	Lower
Socioeconomically Disadvantaged	97%	62	-78.3	-78.2	Lower

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

Alliance Susan and Eric Smidt Technology High - Mathematics Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**98%**	**47**	**-15.8**	**-42.4**	**Higher**
Latino	98%	46	-16.5	-73.6	Higher
Socioeconomically Disadvantaged	98%	45	-14.6	-72.9	Higher

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

d. Science Indicator

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

Alliance Susan and Eric Smidt Technology High - Science Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**100%**	**62**	**57.1**	**51.2**	**Higher**
Latino	100%	60	57.1	45.4	Higher
Socioeconomically Disadvantaged	100%	62	57.1	45.6	Higher

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

Alliance Susan and Eric Smidt Technology High - Science Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**97%**	**53**	**63.1**	**52.6**	**Higher**
Latino	98%	52	63.0	47.1	Higher
Socioeconomically Disadvantaged	96%	49	63.9	47.1	Higher

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

e. English Learner Progress Indicator

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

As noted above, staff is recommending a benchmark in ELPI. To support improved outcomes for English Learners, charter school leaders report collaborative efforts between the school's English Language Development (ELD) team and ELA teachers to implement instructional strategies, such as visual supports and graphic organizers, to meet the needs of diverse learners. Additionally, the school provides English Learners with targeted instruction and practice activities aligned to the four ELPAC domains.

Alliance Susan and Eric Smidt Technology High - English Learner Progress Indicator - 2023 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	96.6%	52	25.0%	48.7%	Lower

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

Alliance Susan and Eric Smidt Technology High - English Learner Progress Indicator - 2024 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	48	35.4%	45.7%	Lower

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

Alliance Susan and Eric Smidt Technology High - English Learner Progress Indicator - 2025 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	52	28.8%	46.4%	Lower

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

f. College/Career Indicator

In 2023, 2024, and 2025 the charter school's percentage of high school graduates prepared for college or a career was higher than the state for All Students, and for all numerically significant student groups.

Alliance Susan and Eric Smidt Technology High - College/Career Indicator - 2023 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**114**	**57.9%**	**43.9%**	**Higher**
Latino	110	58.2%	35.5%	Higher
Socioeconomically Disadvantaged	113	57.5%	35.4%	Higher

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

Alliance Susan and Eric Smidt Technology High - College/Career Indicator - 2024 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**70**	**48.6%**	**45.3%**	**Higher**
Latino	67	49.3%	37.4%	Higher
Socioeconomically Disadvantaged	69	49.3%	37.4%	Higher

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

Alliance Susan and Eric Smidt Technology High - College/Career Indicator - 2025 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**72**	**72.2%**	**51.7%**	**Higher**
Latino	70	71.4%	45.1%	Higher
Socioeconomically Disadvantaged	72	72.2%	44.8%	Higher

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

g. Chronic Absenteeism Indicator
Not applicable

h. Graduation Rate Indicator [HS only]
In 2023, 2024, and 2025, the charter school's percentage of graduated students was higher than the state for All Students, and for all numerically significant student groups. Alliance Smidt's students must meet A-G requirements with a grade of "C" or better.

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., Basics: 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
As noted above, Alliance Smidt has benchmarks related to academics in its current term. The following summarizes the outcomes of each benchmark for each of the five years (2020-2021 through 2025-2026) of the current charter term.

Note: Annual benchmark status updates as reported for the years in the tables below are based on available data from the previous school year (i.e., 2022-2023 benchmark status is based on 2021-2022 data). As CAASPP testing data are 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 2021-2022 in the tables below. Additionally, the state did not issue Performance Level (color) in 2021-2022 due to a single year of available assessment data.

Benchmark 1: *The charter school will achieve Increased or Increased Significantly in Change Level for the majority of its numerically significant subgroups on the California School Dashboard's Math Indicator over the term of the charter with the goal of achieving a Status level that is the same or higher than the applicable state levels by the time the charter is presented for renewal. The school's annual progress will be reviewed at the school's Annual Performance-Based Oversight Visit by the district.*

Term Years	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Benchmark	No Update	Not Met	Met	Met	Met

Benchmark 1 was met for three years and not met for one year. No update is available for 2021-2022.

Benchmark 2: *The charter school will achieve Increased or Increased Significantly in Change Level for the English Learner subgroup on the California School Dashboard's English Language Arts (ELA) Indicator over the term of the charter with the goal of achieving a Status level that is the same or higher than the applicable state levels by the time the charter is presented for renewal. The school's annual progress will be reviewed at the school's Annual Performance-Based Oversight Visit by the district.*

Term Years	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Benchmark	No Update	Not Met	Met	Met	Met

Benchmark 2 was met for three years and not met for one year. No update is available for 2021-2022.

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

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

a. Governance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2024-2025	*Developing*
2025-2026	*Developing*
Concerns	The rating of *Developing* in 2024-2025 was primarily due to the Alliance charter schools' pattern of financial practices related to certain expenditures, as well as delays in depositing school-site funds. Alliance represented to the District that the expenditures reviewed by the District were funded through philanthropic/private sources and provided supporting documentation. The CSD will continue to monitor these matters through the oversight process. The rating of *Developing* in 2025-2026 was primarily due to declining student enrollment, which contributed to the deterioration in Charter School's financial condition during Fiscal Year 2024-2025. See further details in the Fiscal Management and Performance section below.

VI. VERIFIED DATA

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

Alliance Susan and Eric Smidt Technology High provided verified data as part of its renewal application. The verified data was considered by staff. Ultimately, the school's performance on the California Dashboard informed the District's recommendation for approval.

VII. SUPPLEMENTAL INFORMATION

The California Department of Education (CDE) specified that, "The CORE growth model was not adopted by the California State Board of Education (SBE) as verified data."[1] The CDE further specified that, "CAASPP reported data can only be used in a manner consistent with the data reported on the CAASPP website and Dashboard. CAASPP data, and methodologies for analyzing CAASPP data (e.g., CORE Student Growth Percentiles) that are mutually agreed upon by the chartering authority and charter school, may be used to supplement Dashboard results. However, CAASPP data may not be used to dispute the Dashboard results."[2]

Charter School signed an agreement with LAUSD to submit CORE. Charter School submitted CORE Student Growth Percentiles to be used to supplement Dashboard results which was considered as part of the renewal analysis.

VIII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Alliance Susan and Eric Smidt Technology High's ending net assets remain positive. However, declining student enrollment has contributed to a deteriorating financial condition.

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Ending Net Assets	$2,260,331	$3,338,284	$1,918,331	$583,888	$61,586 [3]
Net Income/Loss	($19,684) [1]	$1,077,953	($1,419,953) [2]	($1,334,443) [3]	($522,302) [3]
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment [A]	390	314	247	241	247

[1] According to Alliance, the reported net loss of ($19,684) for Fiscal Year (FY) 2021-2022 was primarily driven by lower Local Control Funding Formula revenue and higher-than-expected expenses.

[2] According to Alliance, the reported net loss of ($1,419,953) for FY 2023-2024 was due to low enrollment and average daily attendance (ADA). Alliance stated the Alliance Home Office remains committed to supporting the school in maintaining a quality educational program and increasing the school's enrollment.

[3] According to Alliance, the reported net loss of ($1,334,443) for FY 2024-2025 and the projected net loss of ($522,302) for FY 2025-2026 were primarily due to low enrollment and reduction in one-time funding available to the school. As of August 31, 2026, Charter School reports 259 students for FY 2026-2027. Alliance asserted that it is providing strategic support

[1] https://www.cde.ca.gov/sp/ch/verifdatafaqs.asp#can-core-data-be-used-as-verified-data-updated-06-jun-2023
[2] https://www.cde.ca.gov/sp/ch/verifdatacrit.asp

to assist Charter School in maintaining quality educational programs while progressing towards fiscal sustainability. **Alliance Susan and Eric Smidt Technology High's FY 2025-2026 Unaudited Actuals project an improved operating result, with a reduced net loss of ($78,184) and positive ending net assets of approximately $505K as of June 30, 2026, which reflects the Alliance Home Office's financial support**. The budget and cash flow projections submitted with the renewal petition application reflect positive ending net assets and net income each year throughout the renewal charter term. The CSD will continue to monitor Charter School's financial condition through its oversight process.

[A] Alliance Susan and Eric Smidt Technology High stated that it plans to increase enrollment through various means, for example, by increasing community engagement and strengthening outreach initiatives. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

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.

Alliance College-Ready Public Schools					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Ending Net Assets	Net Income / (Loss)	Ending Net Assets	Net Income / (Loss)
23 [4]	23 [4]	$196,339,482	($14,114,517) [5]	$33,902,657	($7,009,544) [5]

[4] Effective June 30, 2025, Alliance Tennenbaum Family Technology High ("Alliance Tennenbaum") was closed following the Alliance Board's March 12, 2025, approval to voluntarily surrender Alliance Tennenbaum's charter, citing existing and projected enrollment trends and related fiscal and operational challenges. As such, there are 22 Alliance charter schools in School Years 2025-2026 and 2026-2027 that are operational and authorized by LAUSD.

[5] The Alliance organization reported a net loss of more than $14 million for the 2025-2026 school year including its related parties and charter schools, and a net loss of more than $7 million excluding its related parties and charter schools. Alliance explained that the losses were primarily driven by several one-time events, including:

- Approximately $7 million in net losses were incurred by 17 of its 23 Alliance charter schools. According to Alliance, these losses were primarily attributable to the expiration of one-time pandemic-related funding, declines in enrollment, and higher-than-expected operating costs. Alliance asserted that the affected charter schools used their reserves to maintain program quality during the fiscal year.

- The remaining $7 million net loss reported by the Alliance Home Office was primarily attributable to additional expenditures for strategic, non-recurring investments, including the Human Resources Information System ("HRIS"), innovation and attendance initiatives, curriculum review, career and internship programs, and college persistence efforts.

Notwithstanding the net losses, the Alliance organization reported positive ending net assets of approximately $196.3 million, including its related parties and charter schools, and approximately $33.9 million, excluding its related parties and charter schools, as of June 30, 2025.

Alliance Susan and Eric Smidt Technology High

Board District: 2 | Region: East | Location Code: 7684

CA School Dashboard: Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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	99%	60	-10.8	-24.1	Declined Significantly	Orange	-13.6	Higher	97%	62	-15.1	-4.3	Declined	Orange	-13.2	Lower	98%	47	68.0	83.0	Increased Significantly	Blue	-8.1	Higher
English Learner	100%	16	-83.7	4.1	Increased	--	-67.7	--	100%	13	-152.5	-68.8	Declined Significantly	--	-67.6	--	95%	15	12.1	164.6	Increased Significantly	--	-59.9	--
Latino	99%	59	-7.1	-19.7	Declined Significantly	Orange	-40.2	Higher	97%	61	-15.2	-8.2	Declined	Orange	-39.3	Higher	98%	46	66.7	82.0	Increased Significantly	Blue	-33.7	Higher
Socioeconomically Disadvantaged	99%	58	-3.9	-17.8	Declined Significantly	Orange	-42.6	Higher	97%	61	-11.6	-7.7	Declined	Orange	-40.9	Higher	98%	45	65.0	76.6	Increased Significantly	Blue	-35.3	Higher
Students with Disabilities	100%	11	-77.6	32.6	Increased Significantly	--	-96.3	--	89%	9	*	*	*	*	-95.6	*	100%	11	17.4	--	--	--	-89.4	--

Data Sources: California School Dashboard Research data files.

Alliance Susan and Eric Smidt Technology High

Board District: 2 | Region: East | Location Code: 7684

CA School Dashboard: Academic Performance - Math

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

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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	96%	59	-95.8	6.1	Increased	Yellow	-49.1	Lower	97%	63	-82.6	13.2	Increased	Yellow	-47.6	Lower	98%	47	-15.8	66.8	Increased Significantly	Green	-42.4	Higher
English Learner	90%	16	-192.0	-16.6	Declined Significantly	--	-93.4	--	100%	14	-167.4	24.6	Increased Significantly	--	-93.4	--	95%	15	-43.7	123.7	Increased Significantly	--	-86.1	--
Latino	96%	58	-94.5	6.6	Increased	Yellow	-80.8	Lower	97%	62	-83.1	11.4	Increased	Yellow	-79.2	Lower	98%	46	-16.5	66.7	Increased Significantly	Green	-73.6	Higher
Socioeconomically Disadvantaged	96%	57	-87.4	14.7	Increased	Yellow	-80.8	Lower	97%	62	-78.3	9.1	Increased	Yellow	-78.2	Lower	98%	45	-14.6	63.8	Increased Significantly	Green	-72.9	Higher
Students with Disabilities	100%	11	-166.5	36.0	Increased Significantly	--	-127.3	--	89%	9	*	*	*	*	-124.3	*	92%	11	-133.0	--	--	--	-120.7	--

Data Sources: California School Dashboard Research data files.

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Board District: 2 | Region: East | Location Code: 7684

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														
	Dashboard 2024						Dashboard 2025							
Student Group	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%	62	57.1	--	51.2	Higher	97%	53	63.1	6.0	Increased Significantly	Blue	52.6	Higher
English Learner	100%	17	41.6	--	39.0	--	100%	16	55.3	13.6	Increased Significantly	--	41.1	--
Latino	100%	60	57.1	--	45.4	Higher	98%	52	63.0	5.8	Increased Significantly	Blue	47.1	Higher
Socioeconomically Disadvantaged	100%	62	57.1	--	45.6	Higher	96%	49	63.9	6.8	Increased Significantly	Blue	47.1	Higher
Students with Disabilities	100%	6	*	*	36.7	*	100%	13	52.4	--	--	--	38.3	--

Data Sources: California School Dashboard Research data files.

Alliance Susan and Eric Smidt Technology High

Board District: 2 | Region: East | Location Code: 7684

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 30 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	52	25.0%	-17.9	Declined Significantly	Red	48.7%	Lower	48	35.4%	10.4	Increased Significantly	Yellow	45.7%	Lower	52	28.8%	-6.6	Declined	Red	46.4%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	34	35.3%	8.3	Increased	Yellow	45.8%	Lower	36	25.0%	-10.3	Declined Significantly	Red	49.1%	Lower

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	25.0%	0%	48.1%	26.9%	45.7%	2.3%	32.2%	18.3%
2024	EL	35.4%	0%	39.6%	25.0%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	35.3%	0%	32.4%	32.4%	41.6%	3.4%	28.5%	24.7%
2025	EL	28.8%	0%	44.2%	26.9%	44.6%	1.3%	35.5%	17.2%
2025	LTEL	25.0%	0%	36.1%	38.9%	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.

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CA School Dashboard: Academic Performance - College / Career

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

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

College / Career Academic Indicator (CCI) - CA School Dashboard Indicator																			
	Dashboard 2023					Dashboard 2024							Dashboard 2025						
Student Group	Students	CCI	Status Level	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State
All Students	114	57.9%	High	43.9%	Higher	70	48.6%	-9.3	Declined	Orange	45.3%	Higher	72	72.2%	5.1	Increased	Blue	51.7%	Higher
English Learner	17	23.5%	Low	15.3%	--	18	22.2%	-1.3	Maintained	--	17.2%	--	20	45.0%	0.6	Maintained	--	24.3%	--
Latino	110	58.2%	High	35.5%	Higher	67	49.3%	-8.9	Declined	Orange	37.4%	Higher	70	71.4%	2.8	Increased	Blue	45.1%	Higher
Long-Term English Learner	--	--	--	--	--	12	16.7%	1.3	Maintained	--	16.5%	--	10	*	*	*	*	24.9%	*
Socioeconomically Disadvantaged	113	57.5%	High	35.4%	Higher	69	49.3%	-8.2	Declined	Orange	37.4%	Higher	72	72.2%	5.6	Increased	Blue	44.8%	Higher
Students with Disabilities	26	15.4%	Low	12.3%	--	14	7.1%	-8.2	Declined	--	13.5%	--	8	*	*	*	*	18.7%	*

Data Sources: California School Dashboard Research data files.

Alliance Susan and Eric Smidt Technology High

Board District: 2 | Region: East | Location Code: 7684

CA School Dashboard: Suspension Rate Indicator

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

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

Suspension Rate Indicator - CA School Dashboard Indicator																						
	Dashboard 2023							Dashboard 2024							Dashboard 2025							
Student Group	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	344	0.0%	0.0	Maintained	Blue	3.5%	Lower	304	0.0%	0.0	Maintained	Blue	3.2%	Lower	275	0.7%	0.7	Increased	Yellow	2.9%	Lower	
English Learner	72	0.0%	0.0	Maintained	Blue	3.7%	Lower	64	0.0%	0.0	Maintained	Blue	3.4%	Lower	67	1.5%	1.5	Increased	Yellow	3.2%	Lower	
Homeless Youth	7	*	*	*	*	6.5%	*	12	0.0%	--	--	--	5.7%	--	3	*	*	*	*	5.1%	*	
Latino	328	0.0%	0.0	Maintained	Blue	3.8%	Lower	293	0.0%	0.0	Maintained	Blue	3.4%	Lower	261	0.8%	0.8	Increased	Yellow	3.0%	Lower	
Long-Term English Learner	--	--	--	--	--	--	--	40	0.0%	0.0	Maintained	Blue	8.1%	Lower	41	2.4%	2.4	Increased	Orange	7.0%	Lower	
Socioeconomically Disadvantaged	327	0.0%	0.0	Maintained	Blue	4.5%	Lower	287	0.0%	0.0	Maintained	Blue	4.0%	Lower	259	0.8%	0.8	Increased	Yellow	3.6%	Lower	
Students with Disabilities	64	0.0%	0.0	Maintained	Blue	5.9%	Lower	63	0.0%	0.0	Maintained	Blue	5.4%	Lower	52	1.9%	1.9	Increased	Orange	5.0%	Lower	

Data Sources: California School Dashboard Research data files.

Alliance Susan and Eric Smidt Technology High

Board District: 2 | Region: East | Location Code: 7684

CA School Dashboard: Graduation Rate Indicator

This report shows the combined four- and five-year graduation rate for comprehensive (or traditional) high schools and Dashboard Alternative School Status (DASS) schools for all student groups in grades 9-12. This rate is based on the number of high school students who graduate with a regular high school diploma in either four or five years. The 2025 Graduation Rate Indicator includes students from the most recent graduation cohort (Class of 2025) as well as students from the prior cohort (Class of 2024) who graduated in their fifth year of high school in 2023-25. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

Graduation Rate Indicator - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State
All Students	115	95.7%	2.5	Increased	Blue	86.4%	Higher	71	91.5%	-4.1	Declined	Yellow	86.7%	Higher	74	97.3%	5.7	Increased Significantly	Blue	87.8%	Higher
English Learner	18	88.9%	7.9	Increased Significantly	--	73.5%	--	18	83.3%	-5.6	Declined Significantly	--	77.9%	--	22	95.5%	12.1	Increased Significantly	--	79.7%	--
Latino	111	96.4%	3.6	Increased	Blue	84.2%	Higher	68	91.2%	-5.2	Declined Significantly	Yellow	85.3%	Higher	72	97.2%	6.0	Increased Significantly	Blue	86.9%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	12	91.7%	6.0	Increased Significantly	--	80.8%	--	10	*	*	*	*	84.0%	*
Socioeconomically Disadvantaged	114	95.6%	2.5	Increased	Blue	83.7%	Higher	70	91.4%	-4.2	Declined	Yellow	84.4%	Higher	74	97.3%	5.9	Increased Significantly	Blue	86.2%	Higher
Students with Disabilities	27	85.2%	-7.4	Declined Significantly	--	72.7%	--	14	85.7%	0.5	Maintained	--	74.4%	--	8	*	*	*	*	77.1%	*

Data Sources: California School Dashboard Research data files.

Alliance Susan and Eric Smidt Technology High

Board District: 2 | Region: East | Location Code: 7684

Local Indicators Report

Local Indicators - CA School Dashboard Indicator			
Priority	**2023 Dashboard**	**2024 Dashboard**	**2025 Dashboard**
Basic Services and Conditions (Priority 1)	Standard Met	Standard Met	Standard Met
Implementation of State Academic Standards (Priority 2)	Standard Met	Standard Met	Standard Met
Parent and Family Engagement (Priority 3)	Standard Met	Standard Met	Standard Met
School Climate (Priority 6)	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study (Priority 7)	Standard Met	Standard Met	Standard Met

Data Sources: California School Dashboard Local Indicators Research data files.

Alliance Susan and Eric Smidt Technology High

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Enrollment Report

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

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

Enrollment by Ethnicity and Student Group									
	2023-2024			2024-2025			2025-2026		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	254	529,902	5,837,690	239	516,685	5,806,221	246	497,105	5,731,260
F/R Meal	96.9%	80.6%	61.6%	95.4%	81.9%	62.7%	80.9%	82.2%	62.4%
GATE	7.9%	11.6%	N/A	9.2%	13.0%	N/A	4.9%	14.1%	N/A
English Learner	19.7%	20.1%	18.4%	23.0%	18.6%	17.4%	22.8%	16.4%	16.2%
Foster Youth	0.0%	0.6%	0.5%	0.0%	0.5%	0.5%	0.4%	0.5%	0.5%
Homeless Youth	2.4%	2.1%	3.6%	1.7%	2.7%	4.0%	0.0%	2.4%	3.8%
Socioeconomically Disadvantaged	96.9%	81.3%	62.7%	95.8%	82.4%	63.6%	82.5%	82.7%	63.1%
Students w/ Disabilities	21.3%	14.8%	13.7%	20.1%	15.6%	14.2%	22.4%	16.4%	14.8%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%	0.0%	0.3%	0.8%
African American/Black	2.4%	7.3%	4.9%	1.7%	7.1%	4.9%	2.0%	7.2%	4.8%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.8%	3.4%	9.9%	1.3%	3.3%	10.1%	0.4%	3.3%	10.3%
Filipino	0.4%	1.7%	2.2%	0.0%	1.6%	2.2%	0.4%	1.7%	2.2%
Latino	96.1%	73.8%	56.1%	95.4%	73.6%	56.1%	95.9%	72.9%	56.0%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%	0.0%	0.1%	0.4%
White	0.0%	9.8%	20.3%	0.4%	9.7%	20.0%	0.4%	9.7%	19.7%
Two or More Races	0.0%	2.0%	4.6%	0.0%	2.1%	4.8%	0.0%	2.2%	4.9%
Not Reported	0.4%	1.8%	1.1%	1.3%	2.2%	1.2%	0.8%	2.7%	1.3%

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

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

Alliance Susan and Eric Smidt Technology High

Board District: 2 | Region: East | Location Code: 7684

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.

	2023-2024						2024-2025						2025-2026					
	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	24	13.0%	15,302	6.5%	211,186	10.6%	26	16.0%	13,052	5.9%	198,853	10.4%	33	19.8%	10,142	4.9%	174,300	9.5%
At-Risk 4-5 Years	3	1.6%	15,717	6.7%	136,188	6.8%	1	0.6%	11,406	5.2%	115,009	6.0%	3	1.8%	11,109	5.4%	113,143	6.2%
EL 0-3 Years	11	6.0%	60,574	25.7%	519,651	26.0%	18	11.0%	57,726	26.1%	516,862	26.9%	13	7.8%	48,131	23.5%	467,800	25.6%
EL 4+ Years & Not At-Risk or LTEL	12	6.5%	14,725	6.2%	207,768	10.4%	10	6.1%	13,775	6.2%	178,306	9.3%	7	4.2%	11,946	5.8%	170,621	9.3%
EL Total	50	27.2%	106,318	45.0%	1,074,793	53.8%	55	33.7%	95,959	43.3%	1,009,030	52.6%	56	33.5%	81,328	39.7%	925,864	50.7%
RFEP	134	72.8%	129,789	55.0%	924,422	46.2%	108	66.3%	125,465	56.7%	909,298	47.4%	111	66.5%	123,618	60.3%	900,560	49.3%
Total Ever EL	184	100.0%	236,107	100.0%	1,999,215	100.0%	163	100.0%	221,424	100.0%	1,918,328	100.0%	167	100.0%	204,946	100.0%	1,826,424	100.0%

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

Alliance Susan and Eric Smidt Technology High

Board District: 2 | Region: East | Location Code: 7684

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						2025-2026					
	School			Los Angeles Unified			School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	254			529,902			239			516,685			246			497,105		
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**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	54	100.0%	21.3%	78,319	100.0%	14.8%	48	100.0%	20.1%	80,505	100.0%	15.6%	55	100.0%	22.4%	81,470	100.0%	16.4%
High Incidence	43	79.6%	16.9%	52,153	66.6%	9.8%	40	83.3%	16.7%	52,412	65.1%	10.1%	46	83.6%	18.7%	51,757	63.5%	10.4%
Low Incidence	11	20.4%	4.3%	26,162	33.4%	4.9%	8	16.7%	3.3%	28,084	34.9%	5.4%	9	16.4%	3.7%	29,702	36.5%	6.0%
Autism	7	13.0%	2.8%	18,713	23.9%	3.5%	5	10.4%	2.1%	20,802	25.8%	4.0%	6	10.9%	2.4%	22,739	27.9%	4.6%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%	0	0.0%	0.0%	10	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%	0	0.0%	0.0%	172	0.2%	0.0%
Emotional Disturbance	0	0.0%	0.0%	1,148	1.5%	0.2%	1	2.1%	0.4%	1,082	1.3%	0.2%	0	0.0%	0.0%	964	1.2%	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%	0	0.0%	0.0%	1	0.0%	0.0%
Hard of Hearing	1	1.9%	0.4%	971	1.2%	0.2%	1	2.1%	0.4%	931	1.2%	0.2%	1	1.8%	0.4%	903	1.1%	0.2%
Intellectual Disability	2	3.7%	0.8%	3,393	4.3%	0.6%	0	0.0%	0.0%	3,381	4.2%	0.7%	0	0.0%	0.0%	3,259	4.0%	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%	0	0.0%	0.0%	1,043	1.3%	0.2%
Other Health Impairment	8	14.8%	3.1%	10,930	14.0%	2.1%	6	12.5%	2.5%	11,596	14.4%	2.2%	3	5.5%	1.2%	12,092	14.8%	2.4%
Orthopedic Impairment	1	1.9%	0.4%	533	0.7%	0.1%	1	2.1%	0.4%	434	0.5%	0.1%	2	3.6%	0.8%	405	0.5%	0.1%
Specific Learning Disability	35	64.8%	13.8%	29,615	37.8%	5.6%	34	70.8%	14.2%	29,368	36.5%	5.7%	43	78.2%	17.5%	28,727	35.3%	5.8%
Speech or Language Impairment	0	0.0%	0.0%	11,608	14.8%	2.2%	0	0.0%	0.0%	11,448	14.2%	2.2%	0	0.0%	0.0%	10,938	13.4%	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%	0	0.0%	0.0%	59	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%	0	0.0%	0.0%	158	0.2%	0.0%

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

Attachment C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
ALLIANCE SUSAN AND ERIC SMIDT TECHNOLOGY HIGH
BOARD OF EDUCATION REPORT 075 – 26/27
October 13, 2026

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2027 until June 30, 2032 to serve up to 600 students in grades 9-12 in each year of the charter term.

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

III. Proposed Change:
The approval of this charter petition would renew the charter of Alliance Susan and Eric Smidt Technology High for five (5) years beginning July 1, 2027 until June 30, 2032.

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

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

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

PREPARED BY:
Kristi Maar
Kristi Maar
Specialist
Charter Schools Division

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

File #: Rep-076-26/27, **Version:** 1 **Agenda Date:** 10/13/2026
In Control: Charter Schools Division

Approval of the Renewal Petition for Alliance Ted K. Tajima High [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Alliance Ted K. Tajima High) Recommends approval of the renewal petition for Alliance Ted K. Tajima High, a Middle performing, Start-Up Independent charter school, located in Board District 2 and Region East, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 500 students in grades 9-12 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Alliance Ted K. Tajima High ("Charter School"), a Start-Up Independent charter school, located in Board District 2 and Region East, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 500 students in grades 9-12 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
Alliance Ted K. Tajima High is a 9-12 high school currently serving 482 students on a private facility at 1552 W. Rockwood Street, Los Angeles, CA, 90026 in Board District 2 and Region East. Alliance Ted K. Tajima High was originally approved by the LAUSD Board of Education on October 20, 2009. On November 24, 2020, the charter school was renewed for a five-year term to serve 500 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Alliance Ted K. Tajima High expires June 30, 2027.

On July 16, 2026, Alliance Ted K. Tajima High submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through October 14, 2026.

An initial Public Hearing was held on August 25, 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 Alliance Ted K. Tajima High governing board members complete questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. Additionally, resumes and due

diligence forms are requested from Alliance Ted K. Tajima High's Lead Petitioner; Executive Director/Chief Executive Officer or equivalent; Principal or equivalent; Financial manager or equivalent; and Chief Financial Officer or equivalent, as applicable. A confidential due diligence review of the charter school, the governing organization, and school's leaders, may be conducted by the Office of the Inspector General (OIG) as appropriate, and to the extent the OIG identifies any material concerns, 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 14 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, applicable policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms set forth in Charter School's renewal petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the renewal petition.

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

authorized to continue operations as a charter school for the charter term beginning July 1, 2027.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal 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 renewal 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. 076, 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's renewal petition.

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

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

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

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

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

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

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

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

Attachments:
Signature Page
Attachment A- Staff Assessment and Recommendation Report
Attachment B- Alliance Ted K. Tajima High Data Set
Attachment C- Desegregation Impact Statement

Budget, Petition, CORE Data (if applicable), and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1I6Vq8k15QXj8faUveQo3MvDzpDxw6dfe?usp=sharing>

Submitted:
09/17/26

RESPECTFULLY SUBMITTED,

ANDRÉS E. CHAIT
Superintendent of Schools

APPROVED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

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

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 076-26/27
October 13, 2026

School Name:	**Alliance Ted K. Tajima High**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 14, 2026**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Alliance College-Ready Public Schools**		
Location Code:	**7685**		
Type of Site(s):	**Private**		
Site Address(es):	**1552 W. Rockwood Street, Los Angeles, CA 90026**		
Board District(s):	**2**	Region(s):	**East**
Grade Levels Served:	**9-12**	Current Enrollment:	**482**
Grade Levels Authorized in Current Charter:	**9-12**	Approved Enrollment in Current Charter:	**500**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2026 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval for a five (5)-year term (2027-2032)**		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Alliance Ted K. Tajima High ("Alliance Tajima" or "Charter School"), located in Board District 2 and Region East, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 500 students in grades 9-12 in each year of the charter term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 14 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

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

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

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

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

III. GENERAL SCHOOL INFORMATION

A. School History

	Alliance Ted K. Tajima High
Initial Authorization:	On October 20, 2009, Alliance Ted K. Tajima High (formerly named College Ready Academy High School #16) was authorized by the LAUSD Board of Education to serve 500 students in grades 9-12.
Most Recent Renewal:	The charter was renewed on November 24, 2020, for a five-year term (July 1, 2021 - June 30, 2026) to serve up to 500 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Alliance Ted K. Tajima High expires June 30, 2027.

	Alliance Ted K. Tajima High
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	On November 24, 2020, as part of the school's most recent renewal, the LAUSD Board of Education issued the following fiscal benchmarks to Alliance Tajima: 1. By no later than July 1, 2021, the Charter School will provide a five-year budget to the Charter Schools Division that indicates consistent improvement to the school's fiscal condition. The school's five-year budget should reflect positive cash flows each year, with a positive change in net assets within two years that results in positive net asset balances by the end of Fiscal Years 2023-2024, 2024-2025, and 2025-2026. 2. Beginning on December 15, 2022 and continuing through December 15, 2026, the Charter School shall provide annual updates to the Charter Schools Division regarding the school's progress in improving its fiscal condition and successfully executing the five-year budget referenced in the fiscal benchmark above. Please see the "Additional Information" section below.
Submission of Renewal Petition Application:	Alliance Tajima submitted its renewal petition application on July 16, 2026. The 90-day statutory timeline for Board action on the petition runs through October 14, 2026.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Alliance Tajima implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Alliance Tajima participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Alliance Ted K. Tajima High is operated by Alliance College-Ready Public Schools ("Alliance"), a California nonprofit public benefit corporation that also operates 21 other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

A. Summary

Alliance Tajima has been identified by the state as a Middle performing charter school. The recommendation for renewal considers the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard ("Dashboard"), and whether there was clear and convincing verified data evidence showing

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

Overall, Charter School's Dashboard performance was higher than the state in English Language Arts (ELA), Math, Science, English Learner Progress Indicator (ELPI), and College and Career Indicator (CCI). The charter school submitted verified data. The recommendation of approval is based on a holistic review of the charter school, including performing higher than the state for the majority of applicable academic indicators.

Please see the Alliance Ted K. Tajima High data set.

a. 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.

Alliance Ted K. Tajima High Dashboard Indicators

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
Dashboard 2023	Green	Yellow	Not Applicable	Blue	High	Not Applicable	Blue	Green
Dashboard 2024	Green	Green	No Performance Color	Orange	Blue	Not Applicable	Blue	Orange
Dashboard 2025	Blue	Green	Green	Red	Blue	Not Applicable	Blue	Yellow

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

b. English Language Arts Indicator
In 2023, 2024, and 2025 in ELA, the charter school's DFS was higher than the state for All Students, and for all numerically significant student groups.

Alliance Ted K. Tajima High - English Language Arts Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**108**	**71.4**	**-13.6**	**Higher**
Latino	100%	104	70.4	-40.2	Higher
Socioeconomically Disadvantaged	100%	107	70.9	-42.6	Higher

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

Alliance Ted K. Tajima High - English Language Arts Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**114**	**70.9**	**-13.2**	**Higher**
Latino	100%	109	71.1	-39.3	Higher
Socioeconomically Disadvantaged	100%	112	69.3	-40.9	Higher

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

Alliance Ted K Tajima High - English Language Arts Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**112**	**84.7**	**-8.1**	**Higher**
Latino	100%	108	83.1	-33.7	Higher
Socioeconomically Disadvantaged	100%	110	83.1	-35.3	Higher

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

c. Math Indicator

In 2023, 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 numerically significant student groups.

Alliance Ted K. Tajima High - Mathematics Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**108**	**-66.1**	**-49.1**	**Lower**
Latino	100%	104	-66.9	-80.8	Higher
Socioeconomically Disadvantaged	100%	107	-67.3	-80.8	Higher

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

Alliance Ted K. Tajima High - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**114**	**-51.9**	**-47.6**	**Lower**
Latino	100%	109	-51.1	-79.2	Higher

Alliance Ted K. Tajima High - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
Socioeconomically Disadvantaged	100%	112	-52.5	-78.2	Higher

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

Alliance Ted K. Tajima High - Mathematics Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**111**	**-48.7**	**-42.4**	**Lower**
Latino	99%	107	-49.9	-73.6	Higher
Socioeconomically Disadvantaged	99%	109	-50.9	-72.9	Higher

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

d. Science Indicator

In 2024 and 2025 in Science, the charter school's Science Points were higher than the state for All Students, and for all numerically significant student groups.

Alliance Ted K. Tajima High - Science Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**100%**	**114**	**58.7**	**51.2**	**Higher**
Latino	100%	109	58.5	45.4	Higher
Socioeconomically Disadvantaged	100%	112	58.5	45.6	Higher

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

Alliance Ted K. Tajima High - Science Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**100%**	**113**	**62.8**	**52.6**	**Higher**
Latino	100%	109	62.2	47.1	Higher
Socioeconomically Disadvantaged	100%	110	62.3	47.1	Higher

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

e. English Learner Progress Indicator

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

Alliance Ted K. Tajima High - English Learner Progress Indicator - 2023 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	57	84.2%	48.7%	Higher

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

Alliance Ted K. Tajima High - English Learner Progress Indicator - 2024 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	33	54.5%	45.7%	Higher

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

Alliance Ted K. Tajima High - English Learner Progress Indicator - 2025 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	38	39.5%	46.4%	Lower

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

f. College/Career Indicator

In 2023, 2024, and 2025, the charter school's percentage of high school graduates prepared for college or a career was higher than the state for All Students, and for all numerically significant student groups.

Alliance Ted K. Tajima High - College/Career Indicator - 2023 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**109**	**69.7%**	**43.9%**	**Higher**
Latino	105	69.5%	35.5%	Higher
Socioeconomically Disadvantaged	109	69.7%	35.4%	Higher

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

Alliance Ted K. Tajima High - College/Career Indicator - 2024 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**109**	**75.2%**	**45.3%**	**Higher**
Latino	105	75.2%	37.4%	Higher

Alliance Ted K. Tajima High - College/Career Indicator - 2024 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
Socioeconomically Disadvantaged	108	75.0%	37.4%	Higher

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

Alliance Ted K. Tajima High - College/Career Indicator - 2025 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**113**	**96.5%**	**51.7%**	**Higher**
Latino	108	96.3%	45.1%	Higher
Socioeconomically Disadvantaged	110	96.4%	44.8%	Higher

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

g. Chronic Absenteeism Indicator
Not applicable

h. Graduation Rate Indicator [HS only]
In 2023, 2024, and 2025, the charter school's percentage of graduated students was higher than the state for All Students, and for all numerically significant student groups. Alliance Tajima's students must meet A-G requirements with a grade of "C" or better.

i. Suspension Rate Indicator
In 2023, the charter school's percentage of students suspended at least once was lower than the state for All Students, and for all numerically significant student groups. In 2024, the charter school's percentage of students suspended at least once was lower than the state for All Students, and for two of four numerically significant student groups. In 2025, the charter school's percentage of students suspended at least once was lower than the state for All Students, and for three of four numerically significant student groups.

j. Dashboard Local Indicators
Staff also considered the Local Indicators (e.g., Basics: 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

As noted above, Alliance Ted K. Tajima High has two benchmarks related to fiscal operations in its current term. The following summarizes the outcomes of each benchmark for each of the four years of the current charter term in which the benchmarks were able to be evaluated.

Benchmarks:

1. *By no later than July 1, 2021, the Charter School will provide a five-year budget to the Charter Schools Division that indicates consistent improvement to the school's fiscal*

condition. The school's five-year budget should reflect positive cash flows each year, with a positive change in net assets within two years that results in positive net asset balances by the end of Fiscal Years 2023-2024, 2024-2025, and 2025-2026.

Term Years	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Benchmark	Met	Met	Met	Met	No Update Available

Benchmark 1 was met in all four years. Please see the Fiscal Management and Performance section below for additional information. There is no update for 2025-2026 as CSD is unable to evaluate Charter School's FY 2025-2026 status because the annual independent audit report for FY 2025-2026 is not due until January 31, 2027.[1]

2. *Beginning on December 15, 2022, and continuing through December 15, 2026, the Charter School shall provide annual updates to the Charter Schools Division regarding the school's progress in improving its fiscal condition and successfully executing the five-year budget referenced in the fiscal benchmark above*.

Term Years	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Benchmark	Met	Met	Met	Met	No Update Available

Benchmark 2 was met in all four years. There is no update for the 2025-2026 as CSD is unable to evaluate Charter School's FY 2025-2026 status because the annual independent audit report for FY 2025-2026 is not due until January 31, 2027.

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 categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for Alliance Tajima's outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

[1] Pursuant to the AB 126, enacted as part of the 2026-2027 budget trailer legislation, the annual independent audit filing deadline was extended from December 15 to January 31.

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2024-2025	*Developing*
2025-2026	*Proficient*
Concerns	The rating of *Developing* in 2024-2025 was primarily due to the Alliance charter schools' pattern of financial practices related to certain expenditures, as well as delays in depositing school-site funds. Alliance represented to the District that the expenditures reviewed by the District were funded through philanthropic/private sources and provided supporting documentation. The CSD will continue to monitor these matters through the oversight process.

VI. VERIFIED DATA

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

Alliance Tajima provided verified data as part of its renewal application. The verified data was considered by staff. Ultimately, the school's performance on the California Dashboard informed the District's recommendation for approval.

VII. SUPPLEMENTAL INFORMATION

The California Department of Education (CDE) specified that, "The CORE growth model was not adopted by the California State Board of Education (SBE) as verified data."[2] The CDE further specified that, "CAASPP reported data can only be used in a manner consistent with the data reported on the CAASPP website and Dashboard. CAASPP data, and methodologies for analyzing CAASPP data (e.g., CORE Student Growth Percentiles) that are mutually agreed upon by the chartering authority and charter school, may be used to supplement Dashboard results. However, CAASPP data may not be used to dispute the Dashboard results."[3]

[2] https://www.cde.ca.gov/sp/ch/verifdatafaqs.asp#can-core-data-be-used-as-verified-data-updated-06-jun-2023
[3] https://www.cde.ca.gov/sp/ch/verifdatacrit.asp

Charter School signed an agreement with LAUSD to submit CORE. Charter School submitted CORE Student Growth Percentiles to be used to supplement Dashboard results which was considered as part of the renewal analysis.

VIII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition
Alliance Ted K. Tajima High's ending net assets are positive and have been upward trending since the 2021-2022 fiscal year.

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Ending Net Assets	$1,934,066	$3,484,074	$4,145,384	$4,888,592	$5,116,637
Net Income/Loss	$984,636	$1,550,008	$661,310	$743,208	$228,045
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment	470	479	478	480	482

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.

Alliance College-Ready Public Schools					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Ending Net Assets	Net Income / (Loss)	Ending Net Assets	Net Income / (Loss)
23 [1]	23 [1]	$196,339,482	($14,114,517) [2]	$33,902,657	($7,009,544) [2]

[1] Effective June 30, 2025, Alliance Tennenbaum Family Technology High ("Alliance Tennenbaum") was closed following the Alliance Board's March 12, 2025, approval to voluntarily surrender Alliance Tennenbaum's charter, citing existing and projected enrollment trends and

related fiscal and operational challenges. As such, there are 22 Alliance charter schools in School Years 2025-2026 and 2026-2027 that are operational and authorized by LAUSD.

[2] The Alliance organization reported a net loss of more than $14 million for the 2025-2026 school year including its related parties and charter schools, and a net loss of more than $7 million excluding its related parties and charter schools. Alliance explained that the losses were primarily driven by several one-time events, including:

- Approximately $7 million in net losses were incurred by 17 of its 23 Alliance charter schools. According to Alliance, these losses were primarily attributable to the expiration of one-time pandemic-related funding, declines in enrollment, and higher-than-expected operating costs. Alliance asserted that the affected charter schools used their reserves to maintain program quality during the fiscal year.
- The remaining $7 million net loss reported by the Alliance Home Office was primarily attributable to additional expenditures for strategic, non-recurring investments, including the Human Resources Information System ("HRIS"), innovation and attendance initiatives, curriculum review, career and internship programs, and college persistence efforts.

Notwithstanding the net losses, the Alliance organization reported positive ending net assets of approximately $196.3 million, including its related parties and charter schools, and approximately $33.9 million, excluding its related parties and charter schools, as of June 30, 2025.

As noted above, Alliance Ted K. Tajima High met all the LAUSD Board-approved fiscal benchmarks for FY 2021-2022 through 2024-2025.

Alliance Ted K. Tajima High

Board District: 2 | Region: East | Location Code: 7685

CA School Dashboard: Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	108	71.4	9.2	Increased	Green	-13.6	Higher	100%	114	70.9	-0.6	Maintained	Green	-13.2	Higher	100%	112	84.7	13.9	Increased	Blue	-8.1	Higher
English Learner	100%	19	-24.6	-10.8	Declined	--	-67.7	--	100%	21	-11.3	13.3	Increased	--	-67.6	--	100%	28	-10.3	1.0	Maintained	--	-59.9	--
Latino	100%	104	70.4	11.7	Increased	Green	-40.2	Higher	100%	109	71.1	0.8	Maintained	Green	-39.3	Higher	100%	108	83.1	12.0	Increased	Blue	-33.7	Higher
Socioeconomically Disadvantaged	100%	107	70.9	11.2	Increased	Green	-42.6	Higher	100%	112	69.3	-1.6	Maintained	Green	-40.9	Higher	100%	110	83.1	13.8	Increased	Blue	-35.3	Higher
Students with Disabilities	100%	15	-7.4	42.7	Increased Significantly	--	-96.3	--	100%	8	*	*	*	*	-95.6	*	100%	13	20.5	--	--	--	-89.4	--

Data Sources: California School Dashboard Research data files.

Alliance Ted K. Tajima High

Board District: 2 | Region: East | Location Code: 7685

CA School Dashboard: Academic Performance - Math

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

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	108	-66.1	3.6	Increased	Yellow	-49.1	Lower	100%	114	-51.9	14.2	Increased	Green	-47.6	Lower	99%	111	-48.7	3.2	Increased	Green	-42.4	Lower
English Learner	100%	19	-138.5	27.9	Increased Significantly	--	-93.4	--	100%	21	-135.9	2.7	Maintained	--	-93.4	--	96%	27	-124.4	11.4	Increased	--	-86.1	--
Latino	100%	104	-66.9	6.1	Increased	Yellow	-80.8	Higher	100%	109	-51.1	15.8	Increased Significantly	Green	-79.2	Higher	99%	107	-49.9	1.1	Maintained	Yellow	-73.6	Higher
Socioeconomically Disadvantaged	100%	107	-67.3	3.0	Increased	Yellow	-80.8	Higher	100%	112	-52.5	14.8	Increased	Green	-78.2	Higher	99%	109	-50.9	1.6	Maintained	Yellow	-72.9	Higher
Students with Disabilities	100%	15	-135.7	75.0	Increased Significantly	--	-127.3	--	100%	8	*	*	*	*	-124.3	*	92%	13	-151.9	--	--	--	-120.7	--

Data Sources: California School Dashboard Research data files.

Alliance Ted K. Tajima High

Board District: 2 | Region: East | Location Code: 7685

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														
	Dashboard 2024						Dashboard 2025							
Student Group	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%	114	58.7	--	51.2	Higher	100%	113	62.8	4.1	Increased	Green	52.6	Higher
English Learner	100%	21	46.0	--	39.0	--	100%	28	47.3	1.3	Maintained	--	41.1	--
Latino	100%	109	58.5	--	45.4	Higher	100%	109	62.2	3.7	Increased	Green	47.1	Higher
Socioeconomically Disadvantaged	100%	112	58.5	--	45.6	Higher	100%	110	62.3	3.8	Increased	Green	47.1	Higher
Students with Disabilities	100%	8	*	*	36.7	*	100%	13	49.3	--	--	--	38.3	--

Data Sources: California School Dashboard Research data files.

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Board District: 2 | Region: East | Location Code: 7685

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 30 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	57	84.2%	9.2	Increased	Blue	48.7%	Higher	33	54.5%	-29.7	Declined Significantly	Orange	45.7%	Higher	38	39.5%	-15.1	Declined Significantly	Red	46.4%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	24	62.5%	-26.4	Declined Significantly	--	45.8%	--	26	42.3%	-20.2	Declined Significantly	--	49.1%	--

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	78.9%	5.3%	10.5%	5.3%	45.7%	2.3%	32.2%	18.3%
2024	EL	54.5%	0.0%	30.3%	15.2%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	62.5%	0.0%	16.7%	20.8%	41.6%	3.4%	28.5%	24.7%
2025	EL	39.5%	0.0%	44.7%	15.8%	44.6%	1.3%	35.5%	17.2%
2025	LTEL	42.3%	0.0%	34.6%	23.1%	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.

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CA School Dashboard: Academic Performance - College / Career

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

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

College / Career Academic Indicator (CCI) - CA School Dashboard Indicator																			
	Dashboard 2023					Dashboard 2024							Dashboard 2025						
Student Group	Students	CCI	Status Level	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State
All Students	109	69.7%	High	43.9%	Higher	109	75.2%	5.5	Increased	Blue	45.3%	Higher	113	96.5%	13.9	Increased	Blue	51.7%	Higher
English Learner	15	40.0%	Medium	15.3%	--	19	31.6%	-8.4	Declined	--	17.2%	--	19	84.2%	42.1	Increased	--	24.3%	--
Latino	105	69.5%	High	35.5%	Higher	105	75.2%	5.7	Increased	Blue	37.4%	Higher	108	96.3%	14.4	Increased	Blue	45.1%	Higher
Long-Term English Learner	--	--	--	--	--	16	25.0%	-8.3	Declined	--	16.5%	--	14	92.9%	55.4	Increased	--	24.9%	--
Socioeconomically Disadvantaged	109	69.7%	High	35.4%	Higher	108	75.0%	5.3	Increased	Blue	37.4%	Higher	110	96.4%	14.0	Increased	Blue	44.8%	Higher
Students with Disabilities	14	14.3%	Low	12.3%	--	14	7.1%	-7.1	Declined	--	13.5%	--	7	*	*	*	*	18.7%	*

Data Sources: California School Dashboard Research data files.

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CA School Dashboard: Suspension Rate Indicator

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

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

Suspension Rate Indicator - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	495	1.0%	-1.0	Declined	Green	3.5%	Lower	496	1.6%	0.6	Increased	Orange	3.2%	Lower	495	1.6%	0.0	Maintained	Yellow	2.9%	Lower
English Learner	81	0.0%	-4.3	Declined	Blue	3.7%	Lower	38	5.3%	5.3	Increased	Orange	3.4%	Higher	45	6.7%	1.4	Increased	Orange	3.2%	Higher
Homeless Youth	10	*	*	*	*	6.5%	*	8	*	*	*	*	5.7%	*	20	0.0%	--	--	--	5.1%	--
Latino	477	1.0%	-1.1	Declined	Green	3.8%	Lower	480	1.5%	0.4	Increased	Yellow	3.4%	Lower	481	1.2%	-0.2	Maintained	Green	3.0%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	28	7.1%	7.1	Increased	--	8.1%	--	32	9.4%	2.2	Increased	--	7.0%	Higher
Socioeconomically Disadvantaged	482	1.0%	-1.1	Declined	Green	4.5%	Lower	474	1.7%	0.7	Increased	Orange	4.0%	Lower	478	1.7%	0.0	Maintained	Yellow	3.6%	Lower
Students with Disabilities	59	5.1%	3.0	Increased	Orange	5.9%	Lower	47	8.5%	3.4	Increased	Orange	5.4%	Higher	40	0.0%	-8.5	Declined	Blue	5.0%	Lower

Data Sources: California School Dashboard Research data files.

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CA School Dashboard: Graduation Rate Indicator

This report shows the combined four- and five-year graduation rate for comprehensive (or traditional) high schools and Dashboard Alternative School Status (DASS) schools for all student groups in grades 9-12. This rate is based on the number of high school students who graduate with a regular high school diploma in either four or five years. The 2025 Graduation Rate Indicator includes students from the most recent graduation cohort (Class of 2025) as well as students from the prior cohort (Class of 2024) who graduated in their fifth year of high school in 2023-25. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

Graduation Rate Indicator - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State
All Students	109	99.1%	0.0	Maintained	Blue	86.4%	Higher	109	97.2%	-1.8	Declined	Blue	86.7%	Higher	113	98.2%	1.0	Increased	Blue	87.8%	Higher
English Learner	15	93.3%	-6.7	Declined Significantly	--	73.5%	--	19	94.7%	1.4	Increased	--	77.9%	--	19	89.5%	-5.3	Declined Significantly	--	79.7%	--
Latino	105	99.0%	0.0	Maintained	Blue	84.2%	Higher	105	97.1%	-1.9	Declined	Blue	85.3%	Higher	108	98.1%	1.0	Increased	Blue	86.9%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	16	93.8%	-6.3	Declined Significantly	--	80.8%	--	14	100.0%	6.3	Increased Significantly	--	84.0%	--
Socioeconomically Disadvantaged	109	99.1%	0.0	Maintained	Blue	83.7%	Higher	108	97.2%	-1.9	Declined	Blue	84.4%	Higher	110	98.2%	1.0	Increased	Blue	86.2%	Higher
Students with Disabilities	14	100.0%	--	--	--	72.7%	--	14	100.0%	0.0	Maintained	--	74.4%	--	7	*	*	*	*	77.1%	*

Data Sources: California School Dashboard Research data files.

Alliance Ted K. Tajima High

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Local Indicators Report

Local Indicators - CA School Dashboard Indicator			
Priority	**2023 Dashboard**	**2024 Dashboard**	**2025 Dashboard**
Basic Services and Conditions (Priority 1)	Standard Met	Standard Met	Standard Met
Implementation of State Academic Standards (Priority 2)	Standard Met	Standard Met	Standard Met
Parent and Family Engagement (Priority 3)	Standard Met	Standard Met	Standard Met
School Climate (Priority 6)	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study (Priority 7)	Standard Met	Standard Met	Standard Met

Data Sources: California School Dashboard Local Indicators Research data files.

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Enrollment Report

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

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

Enrollment by Ethnicity and Student Group									
	2023-2024			2024-2025			2025-2026		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	475	529,902	5,837,690	484	516,685	5,806,221	480	497,105	5,731,260
F/R Meal	97.3%	80.6%	61.6%	97.5%	81.9%	62.7%	96.7%	82.2%	62.4%
GATE	5.9%	11.6%	N/A	5.2%	13.0%	N/A	4.0%	14.1%	N/A
English Learner	7.4%	20.1%	18.4%	9.1%	18.6%	17.4%	11.3%	16.4%	16.2%
Foster Youth	0.0%	0.6%	0.5%	0.0%	0.5%	0.5%	0.0%	0.5%	0.5%
Homeless Youth	1.5%	2.1%	3.6%	2.5%	2.7%	4.0%	2.1%	2.4%	3.8%
Socioeconomically Disadvantaged	97.3%	81.3%	62.7%	97.5%	82.4%	63.6%	96.9%	82.7%	63.1%
Students w/ Disabilities	9.5%	14.8%	13.7%	8.3%	15.6%	14.2%	9.0%	16.4%	14.8%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%	0.0%	0.3%	0.8%
African American/Black	0.8%	7.3%	4.9%	0.6%	7.1%	4.9%	0.6%	7.2%	4.8%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.0%	3.4%	9.9%	0.0%	3.3%	10.1%	0.0%	3.3%	10.3%
Filipino	1.7%	1.7%	2.2%	2.1%	1.6%	2.2%	1.5%	1.7%	2.2%
Latino	96.8%	73.8%	56.1%	97.1%	73.6%	56.1%	97.1%	72.9%	56.0%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%	0.0%	0.1%	0.4%
White	0.0%	9.8%	20.3%	0.0%	9.7%	20.0%	0.6%	9.7%	19.7%
Two or More Races	0.0%	2.0%	4.6%	0.0%	2.1%	4.8%	0.0%	2.2%	4.9%
Not Reported	0.6%	1.8%	1.1%	0.2%	2.2%	1.2%	0.2%	2.7%	1.3%

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

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

Alliance Ted K. Tajima High

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

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

	2023-2024						2024-2025						2025-2026					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	15	3.7%	15,302	6.5%	211,186	10.6%	27	6.5%	13,052	5.9%	198,853	10.4%	25	6.2%	10,142	4.9%	174,300	9.5%
At-Risk 4-5 Years	3	0.7%	15,717	6.7%	136,188	6.8%	1	0.2%	11,406	5.2%	115,009	6.0%	5	1.2%	11,109	5.4%	113,143	6.2%
EL 0-3 Years	5	1.2%	60,574	25.7%	519,651	26.0%	9	2.2%	57,726	26.1%	516,862	26.9%	5	1.2%	48,131	23.5%	467,800	25.6%
EL 4+ Years & Not At-Risk or LTEL	12	3.0%	14,725	6.2%	207,768	10.4%	7	1.7%	13,775	6.2%	178,306	9.3%	19	4.7%	11,946	5.8%	170,621	9.3%
EL Total	35	8.6%	106,318	45.0%	1,074,793	53.8%	44	10.7%	95,959	43.3%	1,009,030	52.6%	54	13.4%	81,328	39.7%	925,864	50.7%
RFEP	371	91.4%	129,789	55.0%	924,422	46.2%	369	89.3%	125,465	56.7%	909,298	47.4%	349	86.6%	123,618	60.3%	900,560	49.3%
Total Ever EL	406	100.0%	236,107	100.0%	1,999,215	100.0%	413	100.0%	221,424	100.0%	1,918,328	100.0%	403	100.0%	204,946	100.0%	1,826,424	100.0%

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

Alliance Ted K. Tajima High

Board District: 2 | Region: East | Location Code: 7685

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						2025-2026					
	School			Los Angeles Unified			School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	475			529,902			484			516,685			480			497,105		
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**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	45	100.0%	9.5%	78,319	100.0%	14.8%	40	100.0%	8.3%	80,505	100.0%	15.6%	43	100.0%	9.0%	81,470	100.0%	16.4%
High Incidence	33	73.3%	6.9%	52,153	66.6%	9.8%	28	70.0%	5.8%	52,412	65.1%	10.1%	34	79.1%	7.1%	51,757	63.5%	10.4%
Low Incidence	12	26.7%	2.5%	26,162	33.4%	4.9%	12	30.0%	2.5%	28,084	34.9%	5.4%	9	20.9%	1.9%	29,702	36.5%	6.0%
Autism	9	20.0%	1.9%	18,713	23.9%	3.5%	8	20.0%	1.7%	20,802	25.8%	4.0%	6	14.0%	1.3%	22,739	27.9%	4.6%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%	0	0.0%	0.0%	10	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%	0	0.0%	0.0%	172	0.2%	0.0%
Emotional Disturbance	1	2.2%	0.2%	1,148	1.5%	0.2%	1	2.5%	0.2%	1,082	1.3%	0.2%	0	0.0%	0.0%	964	1.2%	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%	0	0.0%	0.0%	1	0.0%	0.0%
Hard of Hearing	1	2.2%	0.2%	971	1.2%	0.2%	1	2.5%	0.2%	931	1.2%	0.2%	1	2.3%	0.2%	903	1.1%	0.2%
Intellectual Disability	0	0.0%	0.0%	3,393	4.3%	0.6%	1	2.5%	0.2%	3,381	4.2%	0.7%	1	2.3%	0.2%	3,259	4.0%	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%	0	0.0%	0.0%	1,043	1.3%	0.2%
Other Health Impairment	6	13.3%	1.3%	10,930	14.0%	2.1%	8	20.0%	1.7%	11,596	14.4%	2.2%	8	18.6%	1.7%	12,092	14.8%	2.4%
Orthopedic Impairment	0	0.0%	0.0%	533	0.7%	0.1%	0	0.0%	0.0%	434	0.5%	0.1%	0	0.0%	0.0%	405	0.5%	0.1%
Specific Learning Disability	26	57.8%	5.5%	29,615	37.8%	5.6%	19	47.5%	3.9%	29,368	36.5%	5.7%	25	58.1%	5.2%	28,727	35.3%	5.8%
Speech or Language Impairment	1	2.2%	0.2%	11,608	14.8%	2.2%	1	2.5%	0.2%	11,448	14.2%	2.2%	1	2.3%	0.2%	10,938	13.4%	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%	0	0.0%	0.0%	59	0.1%	0.0%
Visual Impairment	1	2.2%	0.2%	185	0.2%	0.0%	1	2.5%	0.2%	175	0.2%	0.0%	1	2.3%	0.2%	158	0.2%	0.0%

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

Attachment C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
ALLIANCE TED K. TAJIMA HIGH
BOARD OF EDUCATION REPORT 076 - 26/27
OCTOBER 13, 2026

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2027 until June 30, 2032 to serve up to 500 students in grades 9-12 in each year of the charter term.

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

III. Proposed Change:
The approval of this charter petition would renew the charter of Alliance Ted K. Tajima High for five (5) years beginning July 1, 2027 until June 30, 2032.

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

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

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

PREPARED BY:

HELENA YOON-FONTAMILLAS, ED.D.
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

File #: Rep-085-26/27, **Version:** 1 **Agenda Date:** 10/13/2026
In Control: Charter Schools Division

Approval of the Renewal Petition for Equitas Academy 3 Charter [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Equitas Academy 3 Charter) Recommends approval of the renewal petition for Equitas Academy 3 Charter, a Middle performing, Start-Up Independent charter school, with a benchmark in the area of academics (English Learner Progress Indicator) located in Board District 2 and Region East, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 500 students in grades TK-4 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Equitas Academy 3 Charter ("Charter School"), a Start-Up Independent charter school, with a benchmark in the area of academics (English Learner Progress Indicator), located in Board District 2 and Region East, for a term of five (5) years, beginning July 1, 2027 until June 30, 2032, to serve up to 500 students in grades TK-4 in each year of the charter term.

Background:
Equitas Academy 3 Charter is a TK-4 school currently serving 405 students on a private facility at 1050 Beacon Avenue, Los Angeles, CA, 90015 in Board District 2 and Region East. Equitas Academy 3 Charter was originally approved by the LAUSD Board of Education on March, 4, 2014. On October 23, 2018, the charter school was renewed for a five-year term to serve 500 students in grades TK-4. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Equitas Academy 3 Charter expires June 30, 2027.

On July 16, 2026, Equitas Academy 3 Charter submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through October 14, 2026.

An initial Public Hearing was held on August 25, 2016.

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

Due Diligence:
Current Equitas Academy 3 Charter governing board members complete questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. Additionally, resumes and due diligence forms are requested from Equitas Academy 3 Charter's Lead Petitioner; Executive Director/Chief

Executive Officer or equivalent; Principal or equivalent; Financial manager or equivalent; and Chief Financial Officer or equivalent, as applicable. A confidential due diligence review of the charter school, the governing organization, and school's leaders, may be conducted by the Office of the Inspector General (OIG) as appropriate, and to the extent the OIG identifies any material concerns, 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 14 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, applicable policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms set forth in Charter School's renewal petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the renewal petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2027.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal 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 renewal petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 085, 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's renewal petition.

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

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

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

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

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

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

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

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

Attachments:
Signature Page
Attachment A- Staff Assessment and Recommendation Report
Attachment B- Equitas Academy 3 Charter Data Set
Attachment C- Desegregation Impact Statement

Budget, Petition, CORE Data (if applicable), and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1qLxpqbmDmbE_uxOEWuFNnf_ircQ1D-Ry?usp=sharing>

Submitted:
09/17/26

RESPECTFULLY SUBMITTED,

ANDRÉS E. CHAIT
Superintendent of Schools

APPROVED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

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

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

Attachment A

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 085-26/27
October 13, 2026

School Name:	**Equitas Academy 3 Charter**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 14, 2026**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Equitas Academy Charter School, Inc.**		
Location Code:	**2280**		
Type of Site(s):	**Private**		
Site Address(es):	**1050 Beacon Ave., Los Angeles, CA 90015**		
Board District(s):	**2**	Region(s):	**East**
Grade Levels Served:	**TK-4**	Current Enrollment:	**405**
Grade Levels Authorized in Current Charter:	**TK-4**	Approved Enrollment in Current Charter:	**500**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2026 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval with a benchmark for a five (5)-year term (2027-2032)**		
PROPOSED BENCHMARKS:	The following benchmark is proposed for Equitas Academy 3 Charter for the 2027-2032 charter term: In each year of the charter term, the charter school shall demonstrate progress on the English Learner Progress Indicator (ELPI) as reported on the California School Dashboard by making progress towards English language proficiency by achieving an Increased or Increased Significantly from the prior year as measured by Change Level; or by achieving a percentage of students that are making progress towards English language proficiency that is equal to or higher than the state percentage of students that are making progress. As part of ongoing oversight, the District will review the charter school's performance at its annual oversight visit to determine any appropriate actions, including consideration of the school's progress upon submission of a renewal petition at the end of the term of the charter.		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Equitas Academy 3 Charter ("Charter School"), with a benchmark in the area of academics, located in Board District 2 and Region East, for a term of five

(5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 500 students in grades TK-4 in each year of the charter term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 14 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

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

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

Charter Petition Requirement:

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

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

III. GENERAL SCHOOL INFORMATION

A. School History

	Equitas Academy 3 Charter
Initial Authorization:	On March 4, 2014, Equitas Academy 3 Charter was authorized by the LAUSD Board of Education to serve 500 students in grades TK-4.

	Equitas Academy 3 Charter
Most Recent Renewal:	The charter was renewed on October 23, 2018, for a five-year term (July 1, 2019 - June 30, 2024) to serve up to 500 students in grades TK-4. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Equitas Academy 3 Charter expires June 30, 2027.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Equitas Academy 3 Charter submitted its renewal petition application on July 16, 2026. The 90-day statutory timeline for Board action on the petition runs through October 14, 2026.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Equitas Academy 3 Charter implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Equitas Academy 3 Charter participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Equitas Academy 3 Charter is operated by Equitas Academy Charter School, Inc. ("Equitas"), a California nonprofit public benefit corporation that also operates six other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

A. Summary

Equitas Academy 3 Charter has been identified by the state as a Middle performing charter school. The recommendation for renewal considers the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard ("Dashboard"), and whether there was clear and convincing verified data evidence showing the charter school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School's Dashboard performance was higher than the state in English Language Arts (ELA) and Math, but lower in English Learner Progress Indicator (ELPI). The charter school submitted verified data. The recommendation of approval is based on a holistic review of the charter school, including performing higher than the state for the majority of applicable academic indicators.

Please see the Equitas Academy 3 Charter data set.

a. 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.

Equitas Academy 3 Charter Dashboard Indicators

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
Dashboard 2023	Orange	Yellow	Not Applicable	Green	Not Applicable	Red	Not Applicable	Blue
Dashboard 2024	Orange	Green	Not Applicable	Yellow	Not Applicable	Yellow	Not Applicable	Blue
Dashboard 2025	Yellow	Orange	Not Applicable	Red	Not Applicable	Yellow	Not Applicable	Blue

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

b. 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 for all numerically significant student groups. In 2024 in ELA, the charter school's DFS was lower than the state for All Students, and higher than the state for three of four numerically significant student groups. In 2025 in ELA, the charter school's DFS was lower than the state for All Students, and higher than the state for all numerically significant student groups.

Equitas Academy 3 Charter - English Language Arts Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**194**	**-34.5**	**-13.6**	**Lower**
Latino	99%	187	-33.6	-40.2	Higher
English Learner	99%	129	-43.5	-67.7	Higher
Socioeconomically Disadvantaged	99%	180	-33.5	-42.6	Higher

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

Equitas Academy 3 Charter - English Language Arts Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**151**	**-38.2**	**-13.2**	**Lower**
Latino	100%	151	-38.2	-39.3	Higher
English Learner	100%	104	-44.6	-67.6	Higher
Socioeconomically Disadvantaged	100%	142	-41.9	-40.9	Lower
Students with Disabilities	100%	39	-87.1	-95.6	Higher

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

Equitas Academy 3 Charter - English Language Arts Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**154**	**-25.7**	**-8.1**	**Lower**
Latino	99%	153	-26.1	-33.7	Higher
English Learner	98%	111	-28.0	-59.9	Higher
Socioeconomically Disadvantaged	99%	146	-29.0	-35.3	Higher
Students with Disabilities	100%	33	-84.4	-89.4	Higher

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

c. Math Indicator

In 2023, 2024, and 2025 in Math, the charter school's DFS was higher than the state for All Students, and higher than the state for all numerically significant student groups.

Equitas Academy 3 Charter - Mathematics Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**194**	**-29.7**	**-49.1**	**Higher**
Latino	99%	187	-29.4	-80.8	Higher
English Learner	100%	130	-34.2	-93.4	Higher
Socioeconomically Disadvantaged	100%	181	-28.0	-80.8	Higher

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

Equitas Academy 3 Charter - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**151**	**-15.1**	**-47.6**	**Higher**
Latino	100%	151	-15.1	-79.2	Higher
English Learner	100%	104	-16.0	-93.4	Higher
Socioeconomically Disadvantaged	100%	142	-17.5	-78.2	Higher
Students with Disabilities	100%	39	-48.1	-124.3	Higher

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

Equitas Academy 3 Charter - Mathematics Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**97%**	**154**	**-28.2**	**-42.4**	**Higher**
Latino	97%	153	-28.0	-73.6	Higher
English Learner	97%	112	-29.0	-86.1	Higher
Socioeconomically Disadvantaged	97%	146	-30.5	-72.9	Higher
Students with Disabilities	97%	32	-56.5	-120.7	Higher

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

d. Science Indicator
Not applicable

e. English Learner Progress Indicator
In 2023 on the English Learner Progress Indicator (ELPI), the charter school's English Learner Progress Rate was lower than the state. In 2024 on the ELPI, the charter school's English Learner Progress Rate was higher than the state. In 2025 on the ELPI, the charter school's English Learner Progress Rate was lower than the state.

As noted above, staff is recommending a benchmark in ELPI. To improve student performance in this area, school leadership reported providing teachers with targeted observation opportunities to highlight effective practices and support the use of integrated and designated English Language Development strategies. The school also reported increasing English Learner Advisory Council family participation to strengthen partnerships among families, teachers, and school staff.

Equitas Academy 3 Charter - English Learner Progress Indicator - 2023 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	174	45.4%	48.7%	Lower

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

Equitas Academy 3 Charter - English Learner Progress Indicator - 2024 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	150	47.3%	45.7%	Higher

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

Equitas Academy 3 Charter - English Learner Progress Indicator - 2025 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	133	29.3%	46.4%	Lower

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

f. College/Career Indicator
Not applicable

g. Chronic Absenteeism Indicator
In 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.

To continue to improve student outcomes in this area, school leadership reported implementing weekly schoolwide meetings to recognize students and families for attendance successes, classroom attendance competitions, and weekly recognition for students with perfect attendance. The school also hosts "Resource Fairs" to provide essential resources, including school supplies, uniforms, and food.

h. Graduation Rate 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 categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for Equitas Academy 3 Charter outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

VI. VERIFIED DATA

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

Equitas Academy 3 Charter provided verified data as part of its renewal application. The verified data was considered by staff. Ultimately, the school's performance on the California Dashboard informed the District's recommendation for approval.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Equitas Academy 3 Charter's ending net assets are positive and have been upward trending since the 2021-2022 fiscal year.

	2021-2022 (Audited Actuals)	2021-2022 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Unaudited Actuals)
Ending Net Assets	$5,181,587	$5,342,206	$5,487,124	$5,559,769	$5,863,144
Net Income/Loss	$228,928	$160,619	$144,918	$72,645	$303,375
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment [A]	500	477	421	437	405

[A] Equitas Academy 3 Charter stated that it plans to increase enrollment through various means, for example, by increasing community engagement.. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

b. 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

Equitas' 2024-2025 annual independent audit report identified two (2) audit findings as follows: 1) Significant deficiency with respect to noncompliance with state compliance related to Mode of Instruction pertaining to Equitas Academy 2. There were no questioned costs identified in the audit report; and 2) Significant deficiency with respect to noncompliance with state compliance related to the ASES program pertaining to Equitas Academy 5 and Equitas Academy 6. There were no questioned costs identified in the audit report. The charter operator has initiated corrective actions to address these audit findings, including enhanced trainings and increased adherence to required practices. The CSD will continue to monitor these issues through its oversight process, including a review of Equitas' 2025-2026 independent audit report to evaluate the implementation of corrective actions.

c. Other Significant Fiscal Information

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

Equitas Academy Charter School, Inc.					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Ending Net Assets	Net Income / (Loss)	Ending Net Assets	Net Income / (Loss)
7	7	$21,172,769	$6,583,682	$2,145,129	$3,557,024

Equitas Academy #3 Charter

Board District: 2 | Region: East | Location Code: 2280

CA School Dashboard: Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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	99%	194	-34.5	0.3	Maintained	Orange	-13.6	Lower	100%	151	-38.2	-3.7	Declined	Orange	-13.2	Lower	99%	154	-25.7	12.5	Increased	Yellow	-8.1	Lower
English Learner	99%	129	-43.5	3.9	Increased	Yellow	-67.7	Higher	100%	104	-44.6	-1.1	Maintained	Orange	-67.6	Higher	98%	111	-28.0	16.6	Increased Significantly	Yellow	-59.9	Higher
Latino	99%	187	-33.6	1.1	Maintained	Orange	-40.2	Higher	100%	151	-38.2	-4.6	Declined	Orange	-39.3	Higher	99%	153	-26.1	12.0	Increased	Yellow	-33.7	Higher
Socioeconomically Disadvantaged	99%	180	-33.5	3.4	Increased	Yellow	-42.6	Higher	100%	142	-41.9	-8.4	Declined	Orange	-40.9	Lower	99%	146	-29.0	12.9	Increased	Yellow	-35.3	Higher
Students with Disabilities	100%	25	-90.8	-17.7	Declined Significantly	--	-96.3	--	100%	39	-87.1	3.7	Increased	--	-95.6	Higher	100%	33	-84.4	2.8	Maintained	Red	-89.4	Higher

Data Sources: California School Dashboard Research data files.

Equitas Academy #3 Charter

Board District: 2 | Region: East | Location Code: 2280

CA School Dashboard: Academic Performance - Math

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

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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	99%	194	-29.7	11.1	Increased	Yellow	-49.1	Higher	100%	151	-15.1	14.6	Increased	Green	-47.6	Higher	97%	154	-28.2	-13.0	Declined	Orange	-42.4	Higher
English Learner	100%	130	-34.2	13.0	Increased	Yellow	-93.4	Higher	100%	104	-16.0	18.2	Increased Significantly	Green	-93.4	Higher	97%	112	-29.0	-13.0	Declined	Orange	-86.1	Higher
Latino	99%	187	-29.4	12.1	Increased	Yellow	-80.8	Higher	100%	151	-15.1	14.3	Increased	Green	-79.2	Higher	97%	153	-28.0	-12.9	Declined	Orange	-73.6	Higher
Socioeconomically Disadvantaged	100%	181	-28.0	14.6	Increased	Yellow	-80.8	Higher	100%	142	-17.5	10.5	Increased	Green	-78.2	Higher	97%	146	-30.5	-13.0	Declined	Orange	-72.9	Higher
Students with Disabilities	100%	25	-73.3	24.1	Increased Significantly	--	-127.3	--	100%	39	-48.1	25.2	Increased Significantly	--	-124.3	Higher	97%	32	-56.5	-8.4	Declined	Orange	-120.7	Higher

Data Sources: California School Dashboard Research data files.

Equitas Academy #3 Charter

Board District: 2 | Region: East | Location Code: 2280

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 30 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	174	45.4%	3.5	Increased	Green	48.7%	Lower	150	47.3%	1.9	Maintained	Yellow	45.7%	Higher	133	29.3%	-18.0	Declined Significantly	Red	46.4%	Lower

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	44.8%	0%	36.2%	18.4%	45.7%	2.3%	32.2%	18.3%
2024	EL	47.3%	0%	31.3%	20.0%	43.2%	1.9%	34.4%	19.1%
2025	EL	28.6%	0%	36.1%	34.6%	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.

Equitas Academy #3 Charter

Board District: 2 | Region: East | Location Code: 2280

CA School Dashboard: Chronic Absenteeism

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

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

Chronic Absenteeism - CA School Dashboard Indicator																							
	Dashboard 2023							Dashboard 2024							Dashboard 2025								
Student Group	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	477	32.3%	10.5	Increased Significantly	Red	24.3%	Higher	440	28.0%	-4.3	Declined Significantly	Yellow	18.6%	Higher	439	23.9%	-4.0	Declined Significantly	Yellow	17.1%	Higher		
English Learner	259	31.7%	13.5	Increased Significantly	Red	26.3%	Higher	232	25.0%	-6.7	Declined Significantly	Yellow	20.1%	Higher	203	21.2%	-3.8	Declined Significantly	Yellow	18.1%	Higher		
Latino	455	31.4%	9.5	Increased Significantly	Red	28.4%	Higher	428	27.6%	-3.9	Declined Significantly	Yellow	21.7%	Higher	422	23.5%	-4.1	Declined Significantly	Yellow	20.1%	Higher		
Socioeconomically Disadvantaged	443	32.5%	10.3	Increased Significantly	Red	29.9%	Higher	406	27.1%	-5.4	Declined Significantly	Yellow	23.4%	Higher	407	24.8%	-2.3	Declined	Orange	21.7%	Higher		
Students with Disabilities	72	40.3%	23.6	Increased	Red	33.1%	Higher	85	28.2%	-12.0	Declined	Orange	26.3%	Higher	79	27.8%	-0.4	Maintained	Red	24.9%	Higher		

Data Sources: California School Dashboard Research data files.

Equitas Academy #3 Charter

Board District: 2 | Region: East | Location Code: 2280

CA School Dashboard: Suspension Rate Indicator

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

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

Suspension Rate Indicator - CA School Dashboard Indicator																							
	Dashboard 2023							Dashboard 2024							Dashboard 2025								
Student Group	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	481	0.0%	0.0	Maintained	Blue	3.5%	Lower	444	0.0%	0.0	Maintained	Blue	3.2%	Lower	452	0.0%	0.0	Maintained	Blue	2.9%	Lower		
English Learner	262	0.0%	0.0	Maintained	Blue	3.7%	Lower	234	0.0%	0.0	Maintained	Blue	3.4%	Lower	211	0.0%	0.0	Maintained	Blue	3.2%	Lower		
Latino	459	0.0%	0.0	Maintained	Blue	3.8%	Lower	431	0.0%	0.0	Maintained	Blue	3.4%	Lower	432	0.0%	0.0	Maintained	Blue	3.0%	Lower		
Socioeconomically Disadvantaged	445	0.0%	0.0	Maintained	Blue	4.5%	Lower	408	0.0%	0.0	Maintained	Blue	4.0%	Lower	417	0.0%	0.0	Maintained	Blue	3.6%	Lower		
Students with Disabilities	73	0.0%	0.0	Maintained	Blue	5.9%	Lower	86	0.0%	0.0	Maintained	Blue	5.4%	Lower	80	0.0%	0.0	Maintained	Blue	5.0%	Lower		

Data Sources: California School Dashboard Research data files.

Equitas Academy #3 Charter

Board District: 2 | Region: East | Location Code: 2280

Local Indicators Report

Local Indicators - CA School Dashboard Indicator			
Priority	**2023 Dashboard**	**2024 Dashboard**	**2025 Dashboard**
Basic Services and Conditions (Priority 1)	Standard Met	Standard Met	Standard Met
Implementation of State Academic Standards (Priority 2)	Standard Met	Standard Met	Standard Met
Parent and Family Engagement (Priority 3)	Standard Met	Standard Met	Standard Met
School Climate (Priority 6)	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study (Priority 7)	Standard Met	Standard Met	Standard Met

Data Sources: California School Dashboard Local Indicators Research data files.

Equitas Academy #3 Charter

Board District: 2 | Region: East | Location Code: 2280

Enrollment Report

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

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

Enrollment by Ethnicity and Student Group									
	2023-2024			2024-2025			2025-2026		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	421	529,902	5,837,690	435	516,685	5,806,221	403	497,105	5,731,260
F/R Meal	93.3%	80.6%	61.6%	91.0%	81.9%	62.7%	88.8%	82.2%	62.4%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A	0.0%	14.1%	N/A
English Learner	52.0%	20.1%	18.4%	46.2%	18.6%	17.4%	40.4%	16.4%	16.2%
Foster Youth	0.5%	0.6%	0.5%	0.5%	0.5%	0.5%	1.0%	0.5%	0.5%
Homeless Youth	0.0%	2.1%	3.6%	0.5%	2.7%	4.0%	0.2%	2.4%	3.8%
Socioeconomically Disadvantaged	93.8%	81.3%	62.7%	92.0%	82.4%	63.6%	90.1%	82.7%	63.1%
Students w/ Disabilities	16.4%	14.8%	13.7%	16.6%	15.6%	14.2%	14.9%	16.4%	14.8%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%	0.0%	0.3%	0.8%
African American/Black	0.2%	7.3%	4.9%	0.9%	7.1%	4.9%	1.5%	7.2%	4.8%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.5%	3.4%	9.9%	1.1%	3.3%	10.1%	0.7%	3.3%	10.3%
Filipino	0.0%	1.7%	2.2%	0.5%	1.6%	2.2%	0.2%	1.7%	2.2%
Latino	98.8%	73.8%	56.1%	96.1%	73.6%	56.1%	96.0%	72.9%	56.0%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%	0.0%	0.1%	0.4%
White	0.0%	9.8%	20.3%	0.5%	9.7%	20.0%	0.7%	9.7%	19.7%
Two or More Races	0.0%	2.0%	4.6%	0.2%	2.1%	4.8%	0.0%	2.2%	4.9%
Not Reported	0.5%	1.8%	1.1%	0.7%	2.2%	1.2%	0.7%	2.7%	1.3%

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

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

Equitas Academy #3 Charter

Board District: 2 | Region: East | Location Code: 2280

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.

	2023-2024						2024-2025						2025-2026					
	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%	15,302	6.5%	211,186	10.6%	0	0.0%	13,052	5.9%	198,853	10.4%	0	0.0%	10,142	4.9%	174,300	9.5%
At-Risk 4-5 Years	33	11.3%	15,717	6.7%	136,188	6.8%	29	10.1%	11,406	5.2%	115,009	6.0%	26	10.4%	11,109	5.4%	113,143	6.2%
EL 0-3 Years	173	59.0%	60,574	25.7%	519,651	26.0%	155	53.8%	57,726	26.1%	516,862	26.9%	130	52.2%	48,131	23.5%	467,800	25.6%
EL 4+ Years & Not At-Risk or LTEL	13	4.4%	14,725	6.2%	207,768	10.4%	17	5.9%	13,775	6.2%	178,306	9.3%	7	2.8%	11,946	5.8%	170,621	9.3%
EL Total	219	74.7%	106,318	45.0%	1,074,793	53.8%	201	69.8%	95,959	43.3%	1,009,030	52.6%	163	65.5%	81,328	39.7%	925,864	50.7%
RFEP	74	25.3%	129,789	55.0%	924,422	46.2%	87	30.2%	125,465	56.7%	909,298	47.4%	86	34.5%	123,618	60.3%	900,560	49.3%
Total Ever EL	293	100.0%	236,107	100.0%	1,999,215	100.0%	288	100.0%	221,424	100.0%	1,918,328	100.0%	249	100.0%	204,946	100.0%	1,826,424	100.0%

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

Equitas Academy #3 Charter

Board District: 2 | Region: East | Location Code: 2280

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						2025-2026					
	School			Los Angeles Unified			School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	421			529,902			435			516,685			403			497,105		
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**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	69	100.0%	16.4%	78,319	100.0%	14.8%	72	100.0%	16.6%	80,505	100.0%	15.6%	60	100.0%	14.9%	81,470	100.0%	16.4%
High Incidence	54	78.3%	12.8%	52,153	66.6%	9.8%	58	80.6%	13.3%	52,412	65.1%	10.1%	42	70.0%	10.4%	51,757	63.5%	10.4%
Low Incidence	15	21.7%	3.6%	26,162	33.4%	4.9%	14	19.4%	3.2%	28,084	34.9%	5.4%	18	30.0%	4.5%	29,702	36.5%	6.0%
Autism	12	17.4%	2.9%	18,713	23.9%	3.5%	12	16.7%	2.8%	20,802	25.8%	4.0%	18	30.0%	4.5%	22,739	27.9%	4.6%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%	0	0.0%	0.0%	10	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%	0	0.0%	0.0%	172	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%	0	0.0%	0.0%	964	1.2%	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%	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%	0	0.0%	0.0%	903	1.1%	0.2%
Intellectual Disability	2	2.9%	0.5%	3,393	4.3%	0.6%	1	1.4%	0.2%	3,381	4.2%	0.7%	0	0.0%	0.0%	3,259	4.0%	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%	0	0.0%	0.0%	1,043	1.3%	0.2%
Other Health Impairment	9	13.0%	2.1%	10,930	14.0%	2.1%	13	18.1%	3.0%	11,596	14.4%	2.2%	12	20.0%	3.0%	12,092	14.8%	2.4%
Orthopedic Impairment	0	0.0%	0.0%	533	0.7%	0.1%	0	0.0%	0.0%	434	0.5%	0.1%	0	0.0%	0.0%	405	0.5%	0.1%
Specific Learning Disability	12	17.4%	2.9%	29,615	37.8%	5.6%	10	13.9%	2.3%	29,368	36.5%	5.7%	7	11.7%	1.7%	28,727	35.3%	5.8%
Speech or Language Impairment	33	47.8%	7.8%	11,608	14.8%	2.2%	35	48.6%	8.0%	11,448	14.2%	2.2%	23	38.3%	5.7%	10,938	13.4%	2.2%
Traumatic Brain Injury	1	1.4%	0.2%	66	0.1%	0.0%	1	1.4%	0.2%	66	0.1%	0.0%	0	0.0%	0.0%	59	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%	0	0.0%	0.0%	158	0.2%	0.0%

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

Attachment C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
EQUITAS ACADEMY 3 CHARTER
BOARD OF EDUCATION REPORT 085 – 26/27
October 13, 2026

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2027 until June 30, 2032 to serve up to 500 students in grades TK-4 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 Equitas Academy 3 Charter for five (5) years beginning July 1, 2027 until June 30, 2032.

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

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

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

PREPARED BY:
JOSÉ SALAS
Specialist
Charter Schools Division

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

File #: Rep-089-26/27, **Version:** 1 **Agenda Date:** 10/13/2026
In Control: Charter Schools Division

Approval of the Renewal Petition for Everest Value [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Everest Value) Recommends approval of the renewal petition for Everest Value, a Middle performing, Start-Up Independent charter school, with benchmarks in the area of academics (Science for All Students; Science for English Learner student group) and academic engagement (Chronic Absenteeism), located in Board District 2 and Region East, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 480 students in grades TK-8 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Everest Value ("Charter School"), a Start-Up Independent charter school, with benchmarks in the area of academics (Science for All Students; Science for English Learner student group) and academic engagement (Chronic Absenteeism), located in Board District 2 and Region East, for a term of five (5) years, beginning July 1, 2027 until June 30, 2032, to serve up to 480 students in grades TK-8 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
Everest Value is a TK-8 span school currently serving 368 students on a private facility at 240 N. Madison Ave., Los Angeles, CA, 90004 in Board District 2 and Region East. Everest Value was originally approved by the LAUSD Board of Education on December 17, 2013. On December 11, 2018, the charter school was renewed for a five-year term to serve 480 students in grades TK-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Everest Value expires June 30, 2027.

On July 16, 2026, Everest Value submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through October 14, 2026.

An initial Public Hearing was held on August 25, 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 Everest Value governing board members complete questionnaires so the District may assess whether

any conflicts of interest arise based on the information provided. Additionally, resumes and due diligence forms are requested from Everest Value's Lead Petitioner; Executive Director/Chief Executive Officer or equivalent; Principal or equivalent; Financial manager or equivalent; and Chief Financial Officer or equivalent, as applicable. A confidential due diligence review of the charter school, the governing organization, and school's leaders, may be conducted by the Office of the Inspector General (OIG) as appropriate, and to the extent the OIG identifies any material concerns, 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 14 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, applicable policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms set forth in Charter School's renewal petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the renewal petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2027.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal 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 renewal petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 089, 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's renewal petition.

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

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

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

the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

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

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

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

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

Attachments:
Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Everest Value Data Set
Attachment C - Desegregation Impact Statement

Budget, Petition, CORE Data (if applicable), and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1W5BA14KDNH9AScoi1f5Wn2lGZsx_Q8Zu?usp=drive_link>

Submitted:
09/17/26

RESPECTFULLY SUBMITTED,

ANDRÉS E. CHAIT
Superintendent of Schools

APPROVED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

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

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 089-26/27
October 13, 2026

School Name:	**Everest Value**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 14, 2026**
Type of Charter School:	**Start-up Independent Charter School**		
Charter Operator	**Value Schools**		
Location Code:	**5220**		
Type of Site(s):	**Private**		
Site Address(es):	**240 N. Madison Ave., Los Angeles, CA 90004**		
Board District(s):	**2**	Region(s):	**East**
Grade Levels Served:	**TK-8**	Current Enrollment:	**368**
Grade Levels Authorized in Current Charter:	**TK-8**	Approved Enrollment in Current Charter:	**480**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2026 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval with benchmarks for a five (5)-year term (2027-2032)**		
PROPOSED BENCHMARKS:	The following benchmarks are proposed for Everest Value for the 2027-2032 charter term: 1. In each year of the charter term, the charter school shall demonstrate academic growth in Science for All Students as reported on the California School Dashboard Science Academic Performance Indicator by achieving Science Points (SPs) that have Increased or Increased Significantly from the prior year as measured by Change Level; or by achieving SPs that are equal to or higher than the state average SPs. 2. In each year of the charter term, the charter school shall demonstrate academic growth in Science for the English Learner student group as reported on the California School Dashboard Science Academic Performance Indicator by achieving Science Points (SPs) that have Increased or Increased Significantly from the prior year as measured by Change Level; or by achieving SPs that are equal to or higher than their respective student group state average SPs. 3. In each year of the charter term, the charter school shall demonstrate progress on the Chronic Absenteeism Indicator for All Students as reported on the California School Dashboard by making progress towards lowering student absences by achieving a Declined or Declined Significantly from the prior year as measured by Change Level; or by achieving a percentage of students that are chronically absent that is		

	equal to or lower than the state percentage of students that are chronically absent. As part of ongoing oversight, the District will review the charter school's performance at its annual oversight visit to determine any appropriate actions, including consideration of the school's progress upon submission of a renewal petition at the end of the term of the charter.

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Everest Value ("Charter School"), with benchmarks in the area of academics and academic engagement, located in Board District 2 and Region East, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 480 students in grades TK-8 in each year of the charter term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 14 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

	Everest Value
Initial Authorization:	On December 17, 2013, Everest Value (formerly Value Schools K-8 No. 2) was authorized by the LAUSD Board of Education to serve 480 students in grades K-8.
Most Recent Renewal:	The charter was renewed on December 11, 2018, for a five-year term (July 1, 2019 - June 30, 2024) to serve up to 480 students in grades TK-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Everest Value expires June 30, 2027.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Everest Value submitted its renewal petition application on July 16, 2026. The 90-day statutory timeline for Board action on the petition runs through October 14, 2026.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Everest Value implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Everest Value participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Everest Value is operated by Value Schools, a California nonprofit public benefit corporation that also operates three other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

A. Summary

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

Overall, Charter School's Dashboard performance was higher than the state in English Language Arts (ELA), Math, and English Learner Progress Indicator (ELPI), but lower in Science. The charter school submitted verified data. The recommendation of approval is based on a holistic review of the charter school including, performing higher than the state for the majority of applicable academic indicators.

Please see the Everest Value data set.

a. 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.

Everest Value Dashboard Indicators

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
Dashboard 2023	Green	Green	Not Applicable	Orange	Not Applicable	Yellow	Not Applicable	Blue
Dashboard 2024	Yellow	Yellow	No Performance Color	Blue	Not Applicable	Red	Not Applicable	Blue
Dashboard 2025	Orange	Orange	Red	Yellow	Not Applicable	Red	Not Applicable	Yellow

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

b. English Language Arts Indicator

In 2023 and 2024 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was higher than the state for All Students, and for all numerically significant student groups. In 2025 in ELA, the charter school's DFS was lower than the state for All Students, and for three of four numerically significant student groups.

In order to improve student outcomes in ELA, charter school leaders report a renewed focus on instructional consistency through targeted professional development, coaching, and intervention support.

Everest Value - English Language Arts Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**206**	**10.6**	**-13.6**	**Higher**
Latino	99%	199	11.4	-40.2	Higher
English Learner	97%	100	-18.3	-67.7	Higher
Socioeconomically Disadvantaged	99%	187	10.1	-42.6	Higher
Students with Disabilities	98%	40	-11.9	-96.3	Higher

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

Everest Value - English Language Arts Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**214**	**-2.3**	**-13.2**	**Higher**
Latino	99%	204	-2.4	-39.3	Higher
English Learner	98%	110	-30.1	-67.6	Higher
Socioeconomically Disadvantaged	99%	197	-3.6	-40.9	Higher
Students with Disabilities	98%	41	-49.8	-95.6	Higher

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

Everest Value - English Language Arts Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**243**	**-41.0**	**-8.1**	**Lower**
Latino	100%	233	-41.9	-33.7	Lower
English Learner	100%	141	-68.2	-59.9	Lower
Socioeconomically Disadvantaged	100%	232	-41.0	-35.3	Lower
Students with Disabilities	100%	51	-64.8	-89.4	Higher

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

c. Math Indicator

In 2023 and 2024 in Math, the charter school's DFS was higher than the state for All Students, and for all numerically significant student groups. In 2025 in Math, the charter school's DFS

was lower than the state for All Students, and higher than the state for all numerically significant student groups.

Everest Value - Mathematics Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**205**	**-13.4**	**-49.1**	**Higher**
Latino	99%	198	-13.6	-80.8	Higher
English Learner	98%	100	-48.0	-93.4	Higher
Socioeconomically Disadvantaged	99%	186	-12.7	-80.8	Higher
Students with Disabilities	100%	40	-53.3	-127.3	Higher

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

Everest Value - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**98%**	**218**	**-23.4**	**-47.6**	**Higher**
Latino	98%	208	-22.8	-79.2	Higher
English Learner	98%	113	-47.1	-93.4	Higher
Socioeconomically Disadvantaged	98%	200	-23.9	-78.2	Higher
Students with Disabilities	98%	41	-106.7	-124.3	Higher

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

Everest Value - Mathematics Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**251**	**-67.3**	**-42.4**	**Lower**
Latino	100%	241	-66.2	-73.6	Higher
English Learner	100%	149	-79.9	-86.1	Higher
Socioeconomically Disadvantaged	100%	240	-67.2	-72.9	Higher
Students with Disabilities	100%	51	-89.0	-120.7	Higher

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

d. Science Indicator

In 2024 in Science, the charter school's Science Points (SPs) were lower than the state for All Students, and for two of three numerically significant student groups. In 2025 in Science, the charter school's SPs were lower than the state for All Students, and for all numerically significant student groups.

As noted above, staff is recommending a benchmark in Science for All Students, and for the English Learner student group. In order to improve student outcomes in Science, charter school leaders report implementing efforts to strengthen instruction through curriculum alignment, professional development, and formative assessments to monitor progress.

Everest Value - Science Indicator - 2024 Dashboard

Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**98%**	**69**	**40.8**	**51.2**	**Lower**
Latino	98%	66	41.5	45.4	Lower
English Learner	98%	32	39.3	39.0	Higher
Socioeconomically Disadvantaged	98%	64	40.2	45.6	Lower

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

Everest Value - Science Indicator - 2025 Dashboard

Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**98%**	**80**	**31.6**	**52.6**	**Lower**
Latino	97%	77	31.4	47.1	Lower
English Learner	96%	43	30.1	41.1	Lower
Socioeconomically Disadvantaged	97%	76	31.8	47.1	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 on the English Learner Progress Indicator (ELPI), the charter school's English Learner Progress Rate was lower than the state. In 2024 and 2025 on the ELPI, the charter school's English Learner Progress Rate was higher than the state.

Everest Value - English Learner Progress Indicator - 2023 Dashboard

Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	96.5%	95	48.4%	48.7%	Lower

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

Everest Value - English Learner Progress Indicator - 2024 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	110	60.9%	45.7%	Higher

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

Everest Value - English Learner Progress Indicator - 2025 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	105	55.2%	46.4%	Higher

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

f. College/Career Indicator
Not applicable

g. Chronic Absenteeism Indicator
In 2023 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was lower than the state for All Students, and for all numerically significant student groups. In 2024 and 2025, the charter schools rate of chronic absenteeism was higher than the state for All Students, and for all numerically significant student groups.

As noted above, staff is recommending a benchmark in Chronic Absenteeism for All Students. In order to improve student attendance, charter school leaders report implementing strategies to strengthen attendance monitoring systems, including early identification of at-risk students and expanding family outreach efforts.

h. Graduation Rate 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., Basics: 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
None

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 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 Everest Value's outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Developing*
Concerns	The rating of *Developing* in 2025-2026 was due to the average of Dashboard indicators.

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2024-2025	*Developing*
2025-2026	*Developing*
Concerns	The rating of *Developing* in 2024-2025 was primarily attributable to (1) a material weakness identified in the Fiscal Year (FY) 2023-2024 independent audit report related to state compliance with the Expanded Learning Opportunities Program (this audit finding did not recur in the 2024-2025 independent audit report); and (2) Charter School's negative ending net assets reported in its FY 2023-2024 annual independent audit report. The rating of *Developing* in 2025-2026 was primarily attributable to Charter School's negative ending net assets reported in its FY 2024-2025 annual independent audit report. See further details in the Fiscal Management and Performance section below.

VI. VERIFIED DATA

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

Everest Value provided verified data as part of its renewal application. The verified data was considered by staff. Ultimately, the school's performance on the California Dashboard informed the District's recommendation for approval.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Everest Value's ending net assets are negative.

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Ending Net Assets[1]	($155,983)	($284,212)	($273,456)	($252,820)	($154,633)
Net Income/Loss	($507,341)[1]	($128,229)[1]	$10,756	$20,636	$98,187
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment [A]	253	324	352	381	368

[1] Everest Value attributed the net losses reported in FYs 2021-2022 and 2022-2023, as well as ending net asset deficits reported from FYs 2021-2022 through 2025-2026, to compliance with Generally Accepted Accounting Principles (GAAP), which requires lease expense to be recognized on a straight-line basis. As a result, differences between actual cash rent payments and recognized lease expense are recorded as deferred rent under liabilities, contributing to the reported ending net asset deficits**. Excluding the non-cash lease expense, Everest Value would have reported positive operating results and positive ending net assets for FYs 2021-2022 through 2024-2025, and projected positive operating results and positive ending net assets for FY 2025-2026.**

Value Schools provided an illustration demonstrating the impact of deferred rent accounting on Everest Value's net losses and ending net asset deficits, estimating total non-cash rent of $1,281,992 from FYs 2021-2022 through the second interim of 2025-2026. As noted above, absent this non-cash expense, Everest Value's would have reported and projected positive ending net assets throughout this period, with ending net assets of more than $1.2M for FY 2024-2025 and projected ending net assets of approximately $1.5M for FY 2025-2026. The CSD will continue to monitor Everest Value's financial condition through ongoing oversight.

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Net Income / (Loss)	($507,339)	($128,229)	$10,756	$20,636	$98,187
Deferred Rent (Non-Cash)	$564,443	$299,879	$149,200	$144,696	$123,774

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Net income without Deferred Rent	$57,104	$171,650	$159,956	$165,332	$221,961
Beginning Net Assets Without Deferred Rent	$724,345	$781,449	$953,098	$1,113,054	$1,278,386
Ending Net Assets without Deferred Rent	$781,449	$953,098	$1,113,054	$1,278,386	$1,500,347

[A] Everest Value stated that it plans to increase enrollment through various means, for example, strengthening community engagement. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

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.

Value Schools					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Ending Net Assets	Net Income / (Loss)	Ending Net Assets	Net Income / (Loss)
4	4	$24,977,465	$1,080,844	$214,175	$45,375

Everest Value

Board District: 2 | Region: East | Location Code: 5220

CA School Dashboard: Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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	99%	206	10.6	-12.7	Declined	Green	-13.6	Higher	99%	214	-2.3	-12.8	Declined	Yellow	-13.2	Higher	100%	243	-41.0	-38.8	Declined Significantly	Orange	-8.1	Lower
English Learner	97%	100	-18.3	-30.8	Declined Significantly	Orange	-67.7	Higher	98%	110	-30.1	-11.8	Declined	Orange	-67.6	Higher	100%	141	-68.2	-38.1	Declined Significantly	Orange	-59.9	Lower
Latino	99%	199	11.4	-12.6	Declined	Green	-40.2	Higher	99%	204	-2.4	-13.7	Declined	Yellow	-39.3	Higher	100%	233	-41.9	-39.5	Declined Significantly	Orange	-33.7	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	96%	18	-66.3	-25.6	Declined Significantly	--	-109.6	--	100%	21	-93.0	-26.7	Declined Significantly	--	-104.5	--
Socioeconomically Disadvantaged	99%	187	10.1	-12.0	Declined	Green	-42.6	Higher	99%	197	-3.6	-13.7	Declined	Yellow	-40.9	Higher	100%	232	-41.0	-37.4	Declined Significantly	Orange	-35.3	Lower
Students with Disabilities	98%	40	-11.9	2.1	Maintained	Orange	-96.3	Higher	98%	41	-49.8	-37.9	Declined Significantly	Orange	-95.6	Higher	100%	51	-64.8	-15.1	Declined Significantly	Orange	-89.4	Higher

Data Sources: California School Dashboard Research data files.

Everest Value

Board District: 2 | Region: East | Location Code: 5220

CA School Dashboard: Academic Performance - Math

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

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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	99%	205	-13.4	12.2	Increased	Green	-49.1	Higher	98%	218	-23.4	-10.0	Declined	Yellow	-47.6	Higher	100%	251	-67.3	-43.9	Declined Significantly	Orange	-42.4	Lower
English Learner	98%	100	-48.0	-8.9	Declined	Orange	-93.4	Higher	98%	113	-47.1	0.8	Maintained	Orange	-93.4	Higher	100%	149	-79.9	-32.8	Declined Significantly	Orange	-86.1	Higher
Latino	99%	198	-13.6	12.0	Increased	Green	-80.8	Higher	98%	208	-22.8	-9.2	Declined	Yellow	-79.2	Higher	100%	241	-66.2	-43.4	Declined Significantly	Orange	-73.6	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	96%	18	-118.4	-30.1	Declined Significantly	--	-163.5	--	100%	21	-108.4	10.0	Increased	--	-158.9	--
Socioeconomically Disadvantaged	99%	186	-12.7	11.3	Increased	Green	-80.8	Higher	98%	200	-23.9	-11.2	Declined	Yellow	-78.2	Higher	100%	240	-67.2	-43.3	Declined Significantly	Orange	-72.9	Higher
Students with Disabilities	100%	40	-53.3	-5.9	Declined	Orange	-127.3	Higher	98%	41	-106.7	-53.4	Declined Significantly	Red	-124.3	Higher	100%	51	-89.0	17.7	Increased Significantly	Yellow	-120.7	Higher

Data Sources: California School Dashboard Research data files.

Everest Value

Board District: 2 | Region: East | Location Code: 5220

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														
	Dashboard 2024						Dashboard 2025							
Student Group	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	98%	69	40.8	--	51.2	Lower	98%	80	31.6	-9.2	Declined Significantly	Red	52.6	Lower
English Learner	98%	32	39.3	--	39.0	Higher	96%	43	30.1	-9.2	Declined Significantly	Red	41.1	Lower
Latino	98%	66	41.5	--	45.4	Lower	97%	77	31.4	-10.0	Declined Significantly	Red	47.1	Lower
Socioeconomically Disadvantaged	98%	64	40.2	--	45.6	Lower	97%	76	31.8	-8.4	Declined Significantly	Red	47.1	Lower
Students with Disabilities	89%	18	29.8	--	36.7	--	100%	10	*	*	*	*	38.3	*

Data Sources: California School Dashboard Research data files.

Everest Value

Board District: 2 | Region: East | Location Code: 5220

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 30 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	95	48.4%	-10.6	Declined Significantly	Orange	48.7%	Lower	110	60.9%	12.5	Increased Significantly	Blue	45.7%	Higher	105	55.2%	-5.7	Declined	Yellow	46.4%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	19	52.6%	2.6	Increased	--	45.8%	--	20	65.0%	12.4	Increased Significantly	--	49.1%	--

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	48.4%	0%	32.6%	18.9%	45.7%	2.3%	32.2%	18.3%
2024	EL	60.9%	0%	28.2%	10.9%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	52.6%	0%	36.8%	10.5%	41.6%	3.4%	28.5%	24.7%
2025	EL	55.2%	0%	29.5%	15.2%	44.6%	1.3%	35.5%	17.2%
2025	LTEL	65.0%	0%	30.0%	5.0%	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.

Everest Value

Board District: 2 | Region: East | Location Code: 5220

CA School Dashboard: Chronic Absenteeism

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

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

Chronic Absenteeism - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	346	12.7%	-11.6	Declined Significantly	Yellow	24.3%	Lower	393	33.3%	20.6	Increased Significantly	Red	18.6%	Higher	395	33.2%	-0.2	Maintained	Red	17.1%	Higher
African American/Black	6	*	*	*	*	36.4%	*	17	17.6%	--	--	--	31.3%	--	18	33.3%	15.7	Increased	--	29.8%	--
English Learner	157	14.0%	-9.6	Declined Significantly	Yellow	26.3%	Lower	179	36.3%	22.3	Increased Significantly	Red	20.1%	Higher	142	32.4%	-3.9	Declined	Orange	18.1%	Higher
Latino	332	12.3%	-11.5	Declined Significantly	Yellow	28.4%	Lower	366	33.3%	21.0	Increased Significantly	Red	21.7%	Higher	369	32.5%	-0.8	Declined	Orange	20.1%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	25	40.0%	12.4	Increased	--	23.9%	--	21	38.1%	-1.9	Declined	--	22.5%	--
Socioeconomically Disadvantaged	316	12.0%	-10.5	Declined Significantly	Yellow	29.9%	Lower	349	33.2%	21.2	Increased Significantly	Red	23.4%	Higher	368	32.3%	-0.9	Declined	Orange	21.7%	Higher
Students with Disabilities	69	15.9%	-13.2	Declined	Yellow	33.1%	Lower	83	41.0%	25.0	Increased	Red	26.3%	Higher	87	36.8%	-4.2	Declined	Orange	24.9%	Higher

Data Sources: California School Dashboard Research data files.

Everest Value

Board District: 2 | Region: East | Location Code: 5220

CA School Dashboard: Suspension Rate Indicator

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

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

Suspension Rate Indicator - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	354	0.0%	0.0	Maintained	Blue	3.5%	Lower	400	0.0%	0.0	Maintained	Blue	3.2%	Lower	414	1.0%	1.0	Increased	Yellow	2.9%	Lower
African American/Black	7	*	*	*	*	8.8%	*	18	0.0%	--	--	--	8.4%	--	19	0.0%	0.0	Maintained	--	7.7%	--
English Learner	162	0.0%	0.0	Maintained	Blue	3.7%	Lower	183	0.0%	0.0	Maintained	Blue	3.4%	Lower	149	0.7%	0.7	Increased	Yellow	3.2%	Lower
Latino	339	0.0%	0.0	Maintained	Blue	3.8%	Lower	372	0.0%	0.0	Maintained	Blue	3.4%	Lower	387	1.0%	1.0	Increased	Yellow	3.0%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	26	0.0%	0.0	Maintained	--	8.1%	--	21	0.0%	0.0	Maintained	--	7.0%	--
Socioeconomically Disadvantaged	322	0.0%	0.0	Maintained	Blue	4.5%	Lower	355	0.0%	0.0	Maintained	Blue	4.0%	Lower	382	1.0%	1.0	Increased	Yellow	3.6%	Lower
Students with Disabilities	69	0.0%	0.0	Maintained	Blue	5.9%	Lower	83	0.0%	0.0	Maintained	Blue	5.4%	Lower	88	0.0%	0.0	Maintained	Blue	5.0%	Lower

Data Sources: California School Dashboard Research data files.

Everest Value

Board District: 2 | Region: East | Location Code: 5220

Local Indicators Report

Local Indicators - CA School Dashboard Indicator			
Priority	**2023 Dashboard**	**2024 Dashboard**	**2025 Dashboard**
Basic Services and Conditions (Priority 1)	Standard Met	Standard Met	Standard Met
Implementation of State Academic Standards (Priority 2)	Standard Met	Standard Met	Standard Met
Parent and Family Engagement (Priority 3)	Standard Met	Standard Met	Standard Met
School Climate (Priority 6)	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study (Priority 7)	Standard Met	Standard Met	Standard Met

Data Sources: California School Dashboard Local Indicators Research data files.

Everest Value

Board District: 2 | Region: East | Location Code: 5220

Enrollment Report

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

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

Enrollment by Ethnicity and Student Group									
	2023-2024			2024-2025			2025-2026		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	352	529,902	5,837,690	380	516,685	5,806,221	366	497,105	5,731,260
F/R Meal	85.8%	80.6%	61.6%	92.1%	81.9%	62.7%	92.1%	82.2%	62.4%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A	0.0%	14.1%	N/A
English Learner	36.9%	20.1%	18.4%	36.6%	18.6%	17.4%	35.0%	16.4%	16.2%
Foster Youth	0.9%	0.6%	0.5%	0.0%	0.5%	0.5%	0.0%	0.5%	0.5%
Homeless Youth	0.0%	2.1%	3.6%	0.0%	2.7%	4.0%	3.0%	2.4%	3.8%
Socioeconomically Disadvantaged	89.2%	81.3%	62.7%	94.2%	82.4%	63.6%	93.4%	82.7%	63.1%
Students w/ Disabilities	22.7%	14.8%	13.7%	19.2%	15.6%	14.2%	25.4%	16.4%	14.8%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%	0.0%	0.3%	0.8%
African American/Black	4.0%	7.3%	4.9%	3.9%	7.1%	4.9%	3.6%	7.2%	4.8%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.3%	3.4%	9.9%	0.0%	3.3%	10.1%	0.5%	3.3%	10.3%
Filipino	0.3%	1.7%	2.2%	0.3%	1.6%	2.2%	0.3%	1.7%	2.2%
Latino	93.5%	73.8%	56.1%	94.2%	73.6%	56.1%	94.5%	72.9%	56.0%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%	0.0%	0.1%	0.4%
White	1.1%	9.8%	20.3%	0.8%	9.7%	20.0%	0.5%	9.7%	19.7%
Two or More Races	0.3%	2.0%	4.6%	0.3%	2.1%	4.8%	0.3%	2.2%	4.9%
Not Reported	0.6%	1.8%	1.1%	0.5%	2.2%	1.2%	0.3%	2.7%	1.3%

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

Everest Value

Board District: 2 | Region: East | Location Code: 5220

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.

	2023-2024						2024-2025						2025-2026					
	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	9	4.2%	15,302	6.5%	211,186	10.6%	12	4.7%	13,052	5.9%	198,853	10.4%	10	4.0%	10,142	4.9%	174,300	9.5%
At-Risk 4-5 Years	13	6.1%	15,717	6.7%	136,188	6.8%	13	5.1%	11,406	5.2%	115,009	6.0%	26	10.5%	11,109	5.4%	113,143	6.2%
EL 0-3 Years	69	32.5%	60,574	25.7%	519,651	26.0%	87	33.9%	57,726	26.1%	516,862	26.9%	71	28.6%	48,131	23.5%	467,800	25.6%
EL 4+ Years & Not At-Risk or LTEL	39	18.4%	14,725	6.2%	207,768	10.4%	27	10.5%	13,775	6.2%	178,306	9.3%	21	8.5%	11,946	5.8%	170,621	9.3%
EL Total	130	61.3%	106,318	45.0%	1,074,793	53.8%	139	54.1%	95,959	43.3%	1,009,030	52.6%	128	51.6%	81,328	39.7%	925,864	50.7%
RFEP	82	38.7%	129,789	55.0%	924,422	46.2%	118	45.9%	125,465	56.7%	909,298	47.4%	120	48.4%	123,618	60.3%	900,560	49.3%
Total Ever EL	212	100.0%	236,107	100.0%	1,999,215	100.0%	257	100.0%	221,424	100.0%	1,918,328	100.0%	248	100.0%	204,946	100.0%	1,826,424	100.0%

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

Everest Value

Board District: 2 | Region: East | Location Code: 5220

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						2025-2026					
	School			Los Angeles Unified			School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	352			529,902			380			516,685			366			497,105		
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**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	80	100.0%	22.7%	78,319	100.0%	14.8%	73	100.0%	19.2%	80,505	100.0%	15.6%	93	100.0%	25.4%	81,470	100.0%	16.4%
High Incidence	66	82.5%	18.8%	52,153	66.6%	9.8%	60	82.2%	15.8%	52,412	65.1%	10.1%	69	74.2%	18.9%	51,757	63.5%	10.4%
Low Incidence	14	17.5%	4.0%	26,162	33.4%	4.9%	13	17.8%	3.4%	28,084	34.9%	5.4%	24	25.8%	6.6%	29,702	36.5%	6.0%
Autism	11	13.8%	3.1%	18,713	23.9%	3.5%	11	15.1%	2.9%	20,802	25.8%	4.0%	22	23.7%	6.0%	22,739	27.9%	4.6%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%	0	0.0%	0.0%	10	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%	0	0.0%	0.0%	172	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%	0	0.0%	0.0%	964	1.2%	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%	0	0.0%	0.0%	1	0.0%	0.0%
Hard of Hearing	2	2.5%	0.6%	971	1.2%	0.2%	2	2.7%	0.5%	931	1.2%	0.2%	2	2.2%	0.5%	903	1.1%	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%	0	0.0%	0.0%	3,259	4.0%	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%	0	0.0%	0.0%	1,043	1.3%	0.2%
Other Health Impairment	14	17.5%	4.0%	10,930	14.0%	2.1%	10	13.7%	2.6%	11,596	14.4%	2.2%	14	15.1%	3.8%	12,092	14.8%	2.4%
Orthopedic Impairment	1	1.3%	0.3%	533	0.7%	0.1%	0	0.0%	0.0%	434	0.5%	0.1%	0	0.0%	0.0%	405	0.5%	0.1%
Specific Learning Disability	24	30.0%	6.8%	29,615	37.8%	5.6%	23	31.5%	6.1%	29,368	36.5%	5.7%	33	35.5%	9.0%	28,727	35.3%	5.8%
Speech or Language Impairment	28	35.0%	8.0%	11,608	14.8%	2.2%	27	37.0%	7.1%	11,448	14.2%	2.2%	22	23.7%	6.0%	10,938	13.4%	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%	0	0.0%	0.0%	59	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%	0	0.0%	0.0%	158	0.2%	0.0%

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

Attachment C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
EVEREST VALUE
BOARD OF EDUCATION REPORT 089-26/27
October 13, 2026

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2027 until June 30, 2032 to serve up to 480 students in grades TK-8 in each year of the charter term.

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

III. Proposed Change:
The approval of this charter petition would renew the charter of Everest Value for five (5) years beginning July 1, 2027 until June 30, 2032.

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

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

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

PREPARED BY:

CHRISTINE KAE
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

File #: Rep-098-26/27, **Version:** 1 **Agenda Date:** 10/13/2026
In Control: Charter Schools Division

Approval of the Renewal Petition for Rise Kohyang High
[PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Rise Kohyang High) Recommends approval of the renewal petition for Rise Kohyang High, a Middle performing, Start-Up Independent charter school, located in Board District 2 and Region East, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 600 students in grades 9-12 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Rise Kohyang High ("Charter School"), a Start-Up Independent charter school, located in Board District 2 and Region East, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 600 students in grades 9-12 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
Rise Kohyang High is a 9-12 school currently serving 487 students on a private facility at 111 S. Madison Avenue, Los Angeles, CA, 90004 in Board District 2 and Region East. Rise Kohyang High was originally approved by the LAUSD Board of Education on November 10, 2015. On December 8, 2020, the charter school was renewed for a five-year term to serve 600 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Rise Kohyang High expires June 30, 2027.

On July 16, 2026, Rise Kohyang High submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through October 14, 2026.

An initial Public Hearing was held on August 25, 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 Rise Kohyang High governing board members complete questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. Additionally, resumes and due

diligence forms are requested from Rise Kohyang High's Lead Petitioner; Executive Director/Chief Executive Officer or equivalent; Principal or equivalent; Financial manager or equivalent; and Chief Financial Officer or equivalent, as applicable. A confidential due diligence review of the charter school, the governing organization, and school's leaders, may be conducted by the Office of the Inspector General (OIG) as appropriate, and to the extent the OIG identifies any material concerns, 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 14 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, applicable policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms set forth in Charter School's renewal petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the renewal petition.

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

authorized to continue operations as a charter school for the charter term beginning July 1, 2027.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal 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 renewal 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. 098, 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's renewal petition.

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

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

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

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

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

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

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

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

Attachments:
Signature Page
Attachment A- Staff Assessment and Recommendation Report
Attachment B- Rise Kohyang High Data Set
Attachment C- Desegregation Impact Statement

Budget, Petition, CORE Data (if applicable), and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1vRmGsQSZPr13tE-vqpQMICCjT54e3zQT?usp=sharing>

Submitted:
09/17/26

RESPECTFULLY SUBMITTED,

ANDRÉS E. CHAIT
Superintendent of Schools

APPROVED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

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

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 098-26/27
October 13, 2026

School Name:	**Rise Kohyang High**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 14, 2026**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Bright Star Schools**		
Location Code:	**7579**		
Type of Site(s):	**Private**		
Site Address(es):	**111 S. Madison Avenue, Los Angeles, CA 90004**		
Board District(s):	**2**	Region(s):	**East**
Grade Levels Served:	**9-12**	Current Enrollment:	**487**
Grade Levels Authorized in Current Charter:	**9-12**	Approved Enrollment in Current Charter:	**600**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2026 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval for a five (5)-year term (2027-2032)**		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Rise Kohyang High ("Charter School"), located in Board District 2 and Region East, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 600 students in grades 9-12 in each year of the charter term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 14 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

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

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

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

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

III. GENERAL SCHOOL INFORMATION

A. School History

	Rise Kohyang High
Initial Authorization:	On November 10, 2015, Rise Kohyang High (formerly named Rise Ko Hyang High) was authorized by the LAUSD Board of Education to serve 600 students in grades 9-12.
Most Recent Renewal:	The charter was renewed on December 8, 2020, for a five-year term (July 1, 2021 - June 30, 2026) to serve up to 600 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Rise Kohyang High expires June 30, 2027.

	Rise Kohyang High
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on December 8, 2020, to amend governance structure and lottery preferences.
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Rise Kohyang High submitted its renewal petition application on July16, 2026. The 90-day statutory timeline for Board action on the petition runs through October 14, 2026.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Rise Kohyang High implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Rise Kohyang High participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Rise Kohyang High is operated by Bright Star Schools (BSS), a California nonprofit public benefit corporation that also operates eight other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

A. Summary

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

Overall, Charter School's Dashboard performance was higher than the state in English Language Arts (ELA), Science, and College and Career Indicator (CCI), but lower in Math and English Learner Progress Indicator (ELPI). The charter school submitted verified data. The recommendation of approval is based on a holistic review of the charter school, including performing higher than the state for the majority of applicable academic indicators.

Please see the Rise Kohyang High data sets.

a. 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.

Rise Kohyang High Dashboard Indicators

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
Dashboard 2023	Green	Green	Not Applicable	Red	Medium	Not Applicable	Yellow	Orange
Dashboard 2024	Yellow	Orange	No Performance Color	Orange	Blue	Not Applicable	Orange	Green
Dashboard 2025	Green	Orange	Green	Yellow	Blue	Not Applicable	Green	Blue

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

b. English Language Arts Indicator

In 2023, 2024, and 2025 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was higher than the state for All Students, and for all numerically significant student groups.

Rise Kohyang High - English Language Arts Indicator - 2023 Dashboard

Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**92**	**51.7**	**-13.6**	**Higher**
Latino	100%	67	41.9	-40.2	Higher
Socioeconomically Disadvantaged	100%	83	50.8	-42.6	Higher

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

Rise Kohyang High - English Language Arts Indicator - 2024 Dashboard

Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**118**	**13.1**	**-13.2**	**Higher**
Latino	100%	81	1.0	-39.3	Higher
Socioeconomically Disadvantaged	100%	113	13.8	-40.9	Higher

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

Rise Kohyang High - English Language Arts Indicator - 2025 Dashboard

Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**114**	**22.4**	**-8.1**	**Higher**

Rise Kohyang High - English Language Arts Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
Latino	100%	83	14.1	-33.7	Higher
Socioeconomically Disadvantaged	100%	107	20.6	-35.3	Higher

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

c. Math Indicator

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

To improve student outcomes in this area, the charter school leaders report that they hired a new math teacher and a math instructional assistant, assigned two assistant principals and the Director of Mathematics to coach math teachers, implemented a math lab course to support 9th grade students, and assessment analysis to inform instruction and intervention programs.

Rise Kohyang High - Mathematics Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**92**	**-32.0**	**-49.1**	**Higher**
Latino	100%	67	-51.4	-80.8	Higher
Socioeconomically Disadvantaged	100%	83	-33.0	-80.8	Higher

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

Rise Kohyang High - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**119**	**-60.6**	**-47.6**	**Lower**
Asian	100%	30	8.7	49.5	Lower
Latino	100%	81	-79.9	-79.2	Lower
Socioeconomically Disadvantaged	100%	114	-62.4	-78.2	Higher

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

Rise Kohyang High - Mathematics Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**114**	**-66.6**	**-42.4**	**Lower**
Latino	100%	83	-82.3	-73.6	Lower
Socioeconomically Disadvantaged	100%	107	-71.2	-72.9	Higher

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

d. Science Indicator

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

Rise Kohyang High - Science Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**100%**	**93**	**57.3**	**51.2**	**Higher**
Latino	100%	71	55.4	45.4	Higher
Socioeconomically Disadvantaged	100%	85	56.3	45.6	Higher

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

Rise Kohyang High - Science Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**99%**	**112**	**55.0**	**52.6**	**Higher**
Latino	100%	79	54.3	47.1	Higher
Socioeconomically Disadvantaged	99%	106	54.8	47.1	Higher

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

e. English Learner Progress Indicator

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

To continue to improve student outcomes in this area, the charter school leaders report they have maintained the following full-time positions to support English Learners: an English Learner Development (ELD) instructor and four bilingual instructional aides. In addition, the charter school expanded the ELD Advisory to address academic and social-emotional needs and added an ELD Support course for newcomer students.

Rise Kohyang High - English Learner Progress Indicator - 2023 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	51	35.3%	48.7%	Lower

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

Rise Kohyang High - English Learner Progress Indicator - 2024 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	99%	57	35.1%	45.7%	Lower

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

Rise Kohyang High - English Learner Progress Indicator - 2025 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	99%	48	43.8%	46.4%	Lower

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

f. College/Career Indicator

In 2023, 2024, and 2025, the charter school's percentage of high school graduates prepared for college or a career was higher than the state for All Students, and for all numerically significant student groups.

Rise Kohyang High - College/Career Indicator - 2023 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**106**	**54.7%**	**43.9%**	**Higher**
Latino	69	50.7%	35.5%	Higher
Socioeconomically Disadvantaged	104	53.8%	35.4%	Higher

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

Rise Kohyang High - College/Career Indicator - 2024 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**99**	**71.7%**	**45.3%**	**Higher**
Latino	73	67.1%	37.4%	Higher
Socioeconomically Disadvantaged	96	70.8%	37.4%	Higher

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

Rise Kohyang High - College/Career Indicator - 2025 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**114**	**82.5%**	**51.7%**	**Higher**
Latino	78	82.1%	45.1%	Higher
Socioeconomically Disadvantaged	111	82.9%	44.8%	Higher

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

g. Chronic Absenteeism Indicator
Not applicable

h. Graduation Rate Indicator [HS only]
In 2023 and 2025, the charter school's percentage of graduated students was higher than the state for All Students, and for all numerically significant student groups. In 2024, the charter school's percentage of graduated students was lower than the state for All Students, and for one of two numerically significant student groups. Rise Kohyang High's students must meet A-G requirements with a grade of "C" or better.

i. Suspension Rate Indicator
In 2023, the charter school's percentage of students suspended at least once was lower than the state for All Students, and for three of five student groups. In 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 categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for Rise Kohyang High outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Developing*
Concerns	The rating of *Developing* in 2025-2026 was primarily due to a material weakness reported in BSS' 2024-2025 independent audit report, related to internal controls over financial reporting. See further details in the Fiscal Management and Performance section below.

VI. VERIFIED DATA

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

Rise Kohyang High provided verified data as part of its renewal application. The verified data was considered by staff. Ultimately, the school's performance on the California Dashboard informed the District's recommendation for approval.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Rise Kohyang High's ending net assets are positive and have been upward trending since the 2021-2022 fiscal year.

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Ending Net Assets	$2,401,314	$34,592,518	$34,757,373	$67,641,290	$67,757,518
Net Income/Loss	$1,255,627	$32,191,204[1]	$164,855	$32,883,917[2]	$116,228
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment [A]	449	472	474	474	487

[1]Per BSS' 2022-2023 independent audit report, Charter School reported $31,314,770 in Proposition 1D revenue. Excluding this $31.3M in Proposition 1D revenue, Charter School would have reported net operating income of $876,434.

[2]Per the charter operator, the net income of $32,883,917 reported for Fiscal Year (FY) 2024-2025 was primarily due to recognition of Proposition 1D funds previously recorded as deferred revenue. BSS' 2024-2025 independent audit reported Proposition 1D revenues of $32,410,044 under Rise Kohyang High. Excluding this $32.4M in Proposition 1D revenues, Charter School would have reported net operating income of $473,903.

[A]Rise Kohyang High stated that it plans to increase enrollment through various means, for example, by increasing community engagement. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

b. 2024-2025 Independent Audit Report

Audit Opinion: Unmodified/Unqualified
Material Weaknesses: Yes. See the description below.
Deficiencies/Findings: Yes. See the description below.
Lack of a Going Concern: None Reported

BSS' 2024-2025 annual independent audit report identified a material weakness related to internal controls over financial reporting. BSS has implemented corrective actions with specific steps to address this audit finding. The CSD will continue to monitor this issue through its oversight process, including a review of BSS' 2025-2026 independent audit report to evaluate the implementation of corrective actions.

c. Other Significant Fiscal Information

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

Bright Star Schools					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Ending Net Assets	Net Income / (Loss)	Ending Net Assets	Net Income / (Loss)
9	9	$106,578,590	$34,771,714	$6,689,678	($268,193)[3]

[3]According to the charter operator, much of the BSS organization's $268,193 net loss for FY 2024-2025, excluding its related parties and charter schools, was attributable to the BSS Business Office Team's strategic decision to centrally absorb certain organizational and school-site costs, including expenses related to enrollment challenges, Special Education services, and facilities. Notwithstanding the net loss, as summarized in the table above, the BSS organization reported positive ending net assets of approximately $106.6 million, including its related parties and charter schools, and approximately $6.7 million, excluding its related parties and charter schools, as of June 30, 2025.

Rise Kohyang High

Board District: 1 | Region: East | Location Code: 7579

CA School Dashboard: Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	92	51.7	10.5	Increased	Green	-13.6	Higher	100%	118	13.1	-38.6	Declined Significantly	Yellow	-13.2	Higher	100%	114	22.4	9.3	Increased	Green	-8.1	Higher
Asian	100%	23	89.4	5.4	Increased	--	61.8	--	100%	29	48.2	-41.2	Declined Significantly	--	60.7	--	100%	25	41.4	-6.8	Declined	--	61.9	--
English Learner	100%	18	-62.3	21.6	Increased Significantly	--	-67.7	--	100%	23	-132.9	-70.6	Declined Significantly	--	-67.6	--	100%	26	-82.9	50.0	Increased Significantly	--	-59.9	--
Latino	100%	67	41.9	14.6	Increased	Green	-40.2	Higher	100%	81	1.0	-40.9	Declined Significantly	Yellow	-39.3	Higher	100%	83	14.1	13.1	Increased	Green	-33.7	Higher
Socioeconomically Disadvantaged	100%	83	50.8	12.2	Increased	Green	-42.6	Higher	100%	113	13.8	-37.0	Declined Significantly	Yellow	-40.9	Higher	100%	107	20.6	6.7	Increased	Green	-35.3	Higher
Students with Disabilities	100%	4	*	*	*	*	-96.3	*	100%	12	-95.1	--	--	--	-95.6	--	100%	9	*	*	*	*	-89.4	*

Data Sources: California School Dashboard Research data files.

Rise Kohyang High

Board District: 1 | Region: East | Location Code: 7579

CA School Dashboard: Academic Performance - Math

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

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	92	-32.0	40.4	Increased Significantly	Green	-49.1	Higher	100%	119	-60.6	-28.6	Declined Significantly	Orange	-47.6	Lower	100%	114	-66.6	-6.1	Declined	Orange	-42.4	Lower
Asian	100%	23	36.7	15.0	Increased Significantly	--	50.8	--	100%	30	8.7	-28.0	Declined Significantly	--	49.5	Lower	100%	25	-10.0	-18.7	Declined Significantly	--	51.9	--
English Learner	100%	18	-105.4	53.1	Increased Significantly	--	-93.4	--	100%	24	-182.0	-76.6	Declined Significantly	--	-93.4	--	100%	26	-139.1	42.9	Increased Significantly	--	-86.1	--
Latino	100%	67	-51.4	45.2	Increased Significantly	Green	-80.8	Higher	100%	81	-79.9	-28.5	Declined Significantly	Orange	-79.2	Lower	100%	83	-82.3	-2.4	Maintained	Orange	-73.6	Lower
Socioeconomically Disadvantaged	100%	83	-33.0	46.7	Increased Significantly	Green	-80.8	Higher	100%	114	-62.4	-29.3	Declined Significantly	Orange	-78.2	Higher	100%	107	-71.2	-8.8	Declined	Orange	-72.9	Higher
Students with Disabilities	100%	4	*	*	*	*	-127.3	*	100%	12	-155.3	--	--	--	-124.3	--	100%	9	*	*	*	*	-120.7	*

Data Sources: California School Dashboard Research data files.

Rise Kohyang High

Board District: 1 | Region: East | Location Code: 7579

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														
	Dashboard 2024						Dashboard 2025							
Student Group	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%	93	57.3	--	51.2	Higher	99%	112	55.0	-2.3	Declined	Green	52.6	Higher
Asian	100%	20	65.0	--	66.7	--	96%	27	59.9	-5.1	Declined Significantly	--	67.0	--
English Learner	100%	13	35.2	--	39.0	--	100%	16	35.9	0.6	Maintained	--	41.1	--
Latino	100%	71	55.4	--	45.4	Higher	100%	79	54.3	-1.0	Maintained	Yellow	47.1	Higher
Socioeconomically Disadvantaged	100%	85	56.3	--	45.6	Higher	99%	106	54.8	-1.5	Maintained	Yellow	47.1	Higher

Data Sources: California School Dashboard Research data files.

Rise Kohyang High

Board District: 1 | Region: East | Location Code: 7579

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 30 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	51	35.3%	-24.7	Declined Significantly	Red	48.7%	Lower	57	35.1%	-0.2	Maintained	Orange	45.7%	Lower	48	43.8%	8.7	Increased	Yellow	46.4%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	22	45.5%	7.0	Increased	--	45.8%	--	16	37.5%	-8.0	Declined	--	49.1%	--

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	35.3%	0.0%	43.1%	21.6%	45.7%	2.3%	32.2%	18.3%
2024	EL	35.1%	0.0%	49.1%	15.8%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	45.5%	0.0%	27.3%	27.3%	41.6%	3.4%	28.5%	24.7%
2025	EL	41.7%	2.1%	45.8%	10.4%	44.6%	1.3%	35.5%	17.2%
2025	LTEL	37.5%	0.0%	43.8%	18.8%	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.

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CA School Dashboard: Academic Performance - College / Career

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

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

College / Career Academic Indicator (CCI) - CA School Dashboard Indicator																			
	Dashboard 2023					Dashboard 2024							Dashboard 2025						
Student Group	Students	CCI	Status Level	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State
All Students	106	54.7%	Medium	43.9%	Higher	99	71.7%	17.0	Increased	Blue	45.3%	Higher	114	82.5%	9.7	Increased	Blue	51.7%	Higher
Asian	26	69.2%	High	75.8%	--	24	83.3%	14.1	Increased	--	74.5%	--	29	86.2%	2.9	Increased	--	77.9%	--
English Learner	20	30.0%	Low	15.3%	--	15	20.0%	-10.0	Declined	--	17.2%	--	17	70.6%	43.9	Increased	--	24.3%	--
Latino	69	50.7%	Medium	35.5%	Higher	73	67.1%	16.4	Increased	Green	37.4%	Higher	78	82.1%	13.6	Increased	Blue	45.1%	Higher
Socioeconomically Disadvantaged	104	53.8%	Medium	35.4%	Higher	96	70.8%	17.0	Increased	Blue	37.4%	Higher	111	82.9%	11.0	Increased	Blue	44.8%	Higher
Students with Disabilities	12	25.0%	Low	12.3%	--	5	*	*	*	*	13.5%	*	11	63.6%	0.0	--	--	18.7%	--

Data Sources: California School Dashboard Research data files.

Rise Kohyang High

Board District: 1 | Region: East | Location Code: 7579

CA School Dashboard: Suspension Rate Indicator

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

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

Suspension Rate Indicator - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	494	2.6%	1.4	Increased	Orange	3.5%	Lower	514	1.6%	-1.1	Declined	Green	3.2%	Lower	479	0.4%	-1.1	Declined	Blue	2.9%	Lower
African American/Black	11	9.1%	9.1	Increased	--	8.8%	--	15	6.7%	-2.4	Declined	--	8.4%	--	19	0.0%	-6.7	Declined	--	7.7%	--
Asian	111	0.9%	0.9	Increased	Yellow	1.1%	Lower	110	0.0%	-0.9	Declined	Blue	1.0%	Lower	94	0.0%	0.0	Maintained	Blue	1.0%	Lower
English Learner	64	7.8%	4.9	Increased	Orange	3.7%	Higher	91	3.3%	-4.5	Declined	Green	3.4%	Lower	65	1.5%	-1.8	Declined	Green	3.2%	Lower
Filipino	7	*	*	*	*	1.3%	*	9	*	*	*	*	1.2%	*	11	0.0%	--	--	--	1.1%	--
Latino	350	3.1%	1.5	Increased	Orange	3.8%	Lower	368	1.9%	-1.2	Declined	Green	3.4%	Lower	345	0.6%	-1.3	Declined	Green	3.0%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	39	5.1%	-8.2	Declined	Green	8.1%	Lower	23	4.3%	-0.8	Declined	--	7.0%	--
Socioeconomically Disadvantaged	455	2.9%	1.4	Increased	Orange	4.5%	Lower	471	1.7%	-1.2	Declined	Green	4.0%	Lower	437	0.2%	-1.5	Declined	Blue	3.6%	Lower
Students with Disabilities	49	6.1%	0.5	Increased	Orange	5.9%	Higher	51	2.0%	-4.2	Declined	Green	5.4%	Lower	61	1.6%	-0.3	Declined	Green	5.0%	Lower

Data Sources: California School Dashboard Research data files.

Rise Kohyang High

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CA School Dashboard: Graduation Rate Indicator

This report shows the combined four- and five-year graduation rate for comprehensive (or traditional) high schools and Dashboard Alternative School Status (DASS) schools for all student groups in grades 9-12. This rate is based on the number of high school students who graduate with a regular high school diploma in either four or five years. The 2025 Graduation Rate Indicator includes students from the most recent graduation cohort (Class of 2025) as well as students from the prior cohort (Class of 2024) who graduated in their fifth year of high school in 2023-25. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

Graduation Rate Indicator - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State
All Students	107	90.7%	-3.2	Declined	Yellow	86.4%	Higher	100	86.0%	-4.7	Declined	Orange	86.7%	Lower	115	91.3%	5.3	Increased Significantly	Green	87.8%	Higher
Asian	26	92.3%	-0.8	Maintained	--	94.5%	--	24	91.7%	-0.6	Maintained	--	92.2%	--	29	89.7%	-2.0	Declined	--	92.6%	--
English Learner	20	65.0%	-30.5	Declined Significantly	--	73.5%	--	16	68.8%	3.8	Increased	--	77.9%	--	17	82.4%	13.6	Increased Significantly	--	79.7%	--
Latino	70	88.6%	-4.6	Declined	Orange	84.2%	Higher	74	83.8%	-4.8	Declined	Orange	85.3%	Lower	79	92.4%	8.6	Increased Significantly	Green	86.9%	Higher
Socioeconomically Disadvantaged	105	90.5%	-3.3	Declined	Yellow	83.7%	Higher	97	85.6%	-4.9	Declined	Orange	84.4%	Higher	112	91.1%	5.5	Increased Significantly	Green	86.2%	Higher
Students with Disabilities	12	83.3%	-16.7	Declined Significantly	--	72.7%	--	5	*	*	*	*	74.4%	*	11	100.0%	--	--	--	77.1%	--

Data Sources: California School Dashboard Research data files.

Rise Kohyang High

Board District: 1 | Region: East | Location Code: 7579

Local Indicators Report

Local Indicators - CA School Dashboard Indicator			
Priority	**2023 Dashboard**	**2024 Dashboard**	**2025 Dashboard**
Basic Services and Conditions (Priority 1)	Standard Met	Standard Met	Standard Met
Implementation of State Academic Standards (Priority 2)	Standard Met	Standard Met	Standard Met
Parent and Family Engagement (Priority 3)	Standard Met	Standard Met	Standard Met
School Climate (Priority 6)	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study (Priority 7)	Standard Met	Standard Met	Standard Met

Data Sources: California School Dashboard Local Indicators Research data files.

Rise Kohyang High

Board District: 1 | Region: East | Location Code: 7579

Enrollment Report

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

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

Enrollment by Ethnicity and Student Group									
	2023-2024			2024-2025			2025-2026		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	470	529,902	5,837,690	470	516,685	5,806,221	486	497,105	5,731,260
F/R Meal	92.6%	80.6%	61.6%	89.4%	81.9%	62.7%	90.5%	82.2%	62.4%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A	0.0%	14.1%	N/A
English Learner	15.5%	20.1%	18.4%	13.4%	18.6%	17.4%	11.5%	16.4%	16.2%
Foster Youth	0.4%	0.6%	0.5%	0.2%	0.5%	0.5%	0.2%	0.5%	0.5%
Homeless Youth	0.9%	2.1%	3.6%	0.6%	2.7%	4.0%	2.5%	2.4%	3.8%
Socioeconomically Disadvantaged	93.0%	81.3%	62.7%	90.9%	82.4%	63.6%	90.9%	82.7%	63.1%
Students w/ Disabilities	8.9%	14.8%	13.7%	12.8%	15.6%	14.2%	12.3%	16.4%	14.8%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%	0.0%	0.3%	0.8%
African American/Black	2.3%	7.3%	4.9%	4.0%	7.1%	4.9%	4.7%	7.2%	4.8%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.2%	0.1%	0.4%	0.2%	0.1%	0.4%
Asian	21.7%	3.4%	9.9%	19.6%	3.3%	10.1%	17.5%	3.3%	10.3%
Filipino	1.7%	1.7%	2.2%	2.3%	1.6%	2.2%	2.7%	1.7%	2.2%
Latino	71.9%	73.8%	56.1%	72.1%	73.6%	56.1%	73.7%	72.9%	56.0%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%	0.0%	0.1%	0.4%
White	1.3%	9.8%	20.3%	1.3%	9.7%	20.0%	0.4%	9.7%	19.7%
Two or More Races	1.1%	2.0%	4.6%	0.4%	2.1%	4.8%	0.8%	2.2%	4.9%
Not Reported	0.0%	1.8%	1.1%	0.0%	2.2%	1.2%	0.0%	2.7%	1.3%

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

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

Rise Kohyang High

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

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

	2023-2024						2024-2025						2025-2026					
	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	22	6.0%	15,302	6.5%	211,186	10.6%	20	5.5%	13,052	5.9%	198,853	10.4%	16	4.3%	10,142	4.9%	174,300	9.5%
At-Risk 4-5 Years	10	2.7%	15,717	6.7%	136,188	6.8%	5	1.4%	11,406	5.2%	115,009	6.0%	4	1.1%	11,109	5.4%	113,143	6.2%
EL 0-3 Years	29	7.9%	60,574	25.7%	519,651	26.0%	29	8.0%	57,726	26.1%	516,862	26.9%	24	6.5%	48,131	23.5%	467,800	25.6%
EL 4+ Years & Not At-Risk or LTEL	12	3.3%	14,725	6.2%	207,768	10.4%	9	2.5%	13,775	6.2%	178,306	9.3%	12	3.3%	11,946	5.8%	170,621	9.3%
EL Total	73	19.9%	106,318	45.0%	1,074,793	53.8%	63	17.3%	95,959	43.3%	1,009,030	52.6%	56	15.2%	81,328	39.7%	925,864	50.7%
RFEP	294	80.1%	129,789	55.0%	924,422	46.2%	301	82.7%	125,465	56.7%	909,298	47.4%	313	84.8%	123,618	60.3%	900,560	49.3%
Total Ever EL	367	100.0%	236,107	100.0%	1,999,215	100.0%	364	100.0%	221,424	100.0%	1,918,328	100.0%	369	100.0%	204,946	100.0%	1,826,424	100.0%

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

Rise Kohyang High

Board District: 1 | Region: East | Location Code: 7579

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						2025-2026					
	School			Los Angeles Unified			School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	470			529,902			470			516,685			486			497,105		
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**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	42	100.0%	8.9%	78,319	100.0%	14.8%	60	100.0%	12.8%	80,505	100.0%	15.6%	60	100.0%	12.3%	81,470	100.0%	16.4%
High Incidence	32	76.2%	6.8%	52,153	66.6%	9.8%	49	81.7%	10.4%	52,412	65.1%	10.1%	52	86.7%	10.7%	51,757	63.5%	10.4%
Low Incidence	10	23.8%	2.1%	26,162	33.4%	4.9%	11	18.3%	2.3%	28,084	34.9%	5.4%	8	13.3%	1.6%	29,702	36.5%	6.0%
Autism	6	14.3%	1.3%	18,713	23.9%	3.5%	7	11.7%	1.5%	20,802	25.8%	4.0%	6	10.0%	1.2%	22,739	27.9%	4.6%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%	0	0.0%	0.0%	10	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%	0	0.0%	0.0%	172	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%	0	0.0%	0.0%	964	1.2%	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%	0	0.0%	0.0%	1	0.0%	0.0%
Hard of Hearing	3	7.1%	0.6%	971	1.2%	0.2%	3	5.0%	0.6%	931	1.2%	0.2%	0	0.0%	0.0%	903	1.1%	0.2%
Intellectual Disability	1	2.4%	0.2%	3,393	4.3%	0.6%	0	0.0%	0.0%	3,381	4.2%	0.7%	1	1.7%	0.2%	3,259	4.0%	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%	0	0.0%	0.0%	1,043	1.3%	0.2%
Other Health Impairment	9	21.4%	1.9%	10,930	14.0%	2.1%	9	15.0%	1.9%	11,596	14.4%	2.2%	12	20.0%	2.5%	12,092	14.8%	2.4%
Orthopedic Impairment	0	0.0%	0.0%	533	0.7%	0.1%	0	0.0%	0.0%	434	0.5%	0.1%	0	0.0%	0.0%	405	0.5%	0.1%
Specific Learning Disability	22	52.4%	4.7%	29,615	37.8%	5.6%	38	63.3%	8.1%	29,368	36.5%	5.7%	36	60.0%	7.4%	28,727	35.3%	5.8%
Speech or Language Impairment	1	2.4%	0.2%	11,608	14.8%	2.2%	2	3.3%	0.4%	11,448	14.2%	2.2%	4	6.7%	0.8%	10,938	13.4%	2.2%
Traumatic Brain Injury	0	0.0%	0.0%	66	0.1%	0.0%	1	1.7%	0.2%	66	0.1%	0.0%	1	1.7%	0.2%	59	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%	0	0.0%	0.0%	158	0.2%	0.0%

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

Attachment C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
RISE KOHYANG HIGH
BOARD OF EDUCATION REPORT 098 – 26/27
October 13, 2026

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2027 until June 30, 2032 to serve up to 600 students in grades 9-12 in each year of the charter term.

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

III. Proposed Change:
The approval of this charter petition would renew the charter of Rise Kohyang High for five (5) years beginning July 1, 2027 until June 30, 2032.

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

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

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. ABRAHAMS, III
Executive Director
Student Integration Services

File #: Rep-083-26/27, **Version:** 1 **Agenda Date:** 10/13/2026
In Control: Charter Schools Division

Approval of the Renewal Petition for Birmingham Community Charter High [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Birmingham Community Charter High) Recommends approval of the renewal petition for Birmingham Community Charter High, a Middle performing, Conversion Independent charter school, located in Board District 3 and Region North, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 3,200 students in grades 9-12 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Birmingham Community Charter High ("Charter School"), a Conversion Independent charter school, located in Board District 3 and Region North, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 3,200 students in grades 9-12 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
Birmingham Community Charter High is a 9-12 school currently serving 3,200 students on a District site at the Lake Balboa Educational Complex through a District co-location agreement at 17000 Haynes Street, Lake Balboa, CA, 91406 in Board District 3 and Region North. Birmingham Community Charter High was originally approved by the LAUSD Board of Education on July 1, 2009. On October 23, 2018, the charter school was renewed for a five-year term to serve 3,200 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Birmingham Community Charter High expires June 30, 2027.

On July 16, 2026, Birmingham Community Charter High submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through October 14, 2026.

An initial Public Hearing was held on August 25, 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 Birmingham Community Charter High governing board members complete questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. Additionally,

resumes and due diligence forms are requested from Birmingham Community Charter High's Lead Petitioner; Executive Director/Chief Executive Officer or equivalent; Principal or equivalent; Financial manager or equivalent; and Chief Financial Officer or equivalent, as applicable. A confidential due diligence review of the charter school, the governing organization, and school's leaders, may be conducted by the Office of the Inspector General (OIG) as appropriate, and to the extent the OIG identifies any material concerns, 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 14 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, applicable policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms set forth in Charter School's renewal petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the renewal petition.

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

authorized to continue operations as a charter school for the charter term beginning July 1, 2027.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal 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 renewal petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 083, 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's renewal petition.

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

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

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

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

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

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

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

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

Attachments:
Signature Page
Attachment A- Staff Assessment and Recommendation Report
Attachment B- Birmingham Community Charter High Data Set
Attachment C- Desegregation Impact Statement

Budget, Petition, CORE Data (if applicable), and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1cLnj9x7ENNe52EKrcTl5416r7JoW7r09?usp=sharing>

Submitted:
9/17/26

RESPECTFULLY SUBMITTED,

ANDRÉS E. CHAIT
Superintendent of Schools

APPROVED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

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

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 083-26/27
October 13, 2026

School Name:	**Birmingham Community Charter High**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 14, 2026**
Type of Charter School:	**Conversion Independent Charter School**		
Charter Operator	**Birmingham Community Charter High School**		
Location Code:	**8557**		
Type of Site(s):	**District-Co-Location Agreement**		
Site Address(es):	**17000 Haynes Street, Lake Balboa, CA 91406 (Birmingham Complex)**		
Board District(s):	**3**	Region(s):	**North**
Grade Levels Served:	**9-12**	Current Enrollment:	**3,268**
Grade Levels Authorized in Current Charter:	**9-12**	Approved Enrollment in Current Charter:	**3,200**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2026 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval for a five (5)-year term (2027-2032)**		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Birmingham Community Charter High ("Charter School"), located in Board District 3 and Region North, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 3,200 students in grades 9-12 in each year of the charter term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 14 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

	Birmingham Community Charter High
Initial Authorization:	On July 1, 2009, Birmingham Community Charter High was authorized by the LAUSD Board of Education to serve 2,980 students in grades 9-12.
Most Recent Renewal:	The charter was renewed on October 23, 2018, for a five-year term (July 1, 2019 - June 30, 2024), to serve up to 3,200 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Birmingham Community Charter High expires June 30, 2027.

	Birmingham Community Charter High
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	On October 23, 2018, as part of the school's most recent renewal, the LAUSD Board of Education issued the following academic benchmarks to Birmingham Community Charter High: 1. The school will demonstrate growth as currently measured by Distance from Level 3 (DF3) per academic year, as reported on the California School Dashboard, in English Language Arts (ELA) as measured by CAASPP (SBAC) Assessment at a level equal to or greater than the Resident Schools Median, by the end of the charter term for the following: English Learner student subgroup. 2. The school will demonstrate growth as currently measured by Distance from Level 3 (DF3) per academic year, as reported on the California School Dashboard, in Math as measured by CAASPP (SBAC) Assessment at a level equal to or greater than the Resident Schools Median, by the end of the charter term for the following: English Learner student subgroup. 3. The school will demonstrate growth as currently measured by Distance from Level 3 (DF3) per academic year, as reported on the California School Dashboard, in Math as measured by CAASPP (SBAC) Assessment at a level equal to or greater than the Resident Schools Median, by the end of the charter term for the following: Students with Disabilities student subgroup. Please see the "Additional Information" section below.
Submission of Renewal Petition Application:	Birmingham Community Charter High submitted its renewal petition application on July 16, 2026. The 90-day statutory timeline for Board action on the petition runs through October 14, 2026.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Birmingham Community Charter High implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Birmingham Community Charter High participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. <u>Charter School Operator</u>

Birmingham Community Charter High is operated by Birmingham Community Charter High School, a California nonprofit public benefit corporation.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

A. Summary

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

Overall, Charter School's Dashboard performance was higher than the state in English Language Arts (ELA), Science, English Learner Progress Indicator (ELPI), and College and Career Indicator (CCI), but lower in Math. The charter school did not submit verified data. The recommendation of approval is based on a holistic review of the charter school, including performing higher than the state for the majority of applicable academic indicators.

Please see the Birmingham Community Charter High data set.

a. 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.

Birmingham Community Charter High Dashboard Indicators

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
Dashboard 2023	Green	Yellow	Not Applicable	Orange	High	Not Applicable	Blue	Green
Dashboard 2024	Green	Green	No Performance Color	Green	Blue	Not Applicable	Blue	Yellow
Dashboard 2025	Blue	Green	Blue	Green	Blue	Not Applicable	Blue	Orange

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

b. English Language Arts Indicator

In 2023, 2024, and 2025 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was higher than the state for All Students, and for all numerically significant student groups.

Birmingham Community Charter High - English Language Arts Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**679**	**45.6**	**-13.6**	**Higher**

Birmingham Community Charter High - English Language Arts Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
Black or African American	100%	32	5.1	-59.6	Higher
Latino	99%	568	45.8	-40.2	Higher
White	97%	31	41.8	20.8	Higher
English Learner	100%	68	-33.9	-67.7	Higher
Homeless	100%	31	-6.3	-67.9	Higher
Socioeconomically Disadvantaged	99%	574	41.4	-42.6	Higher
Students with Disabilities	99%	76	-43.8	-96.3	Higher

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

Birmingham Community Charter High - English Language Arts Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**683**	**45.4**	**-13.2**	**Higher**
Black or African American	100%	30	35.7	-58.9	Higher
Latino	100%	585	40.7	-39.3	Higher
English Learner	100%	107	-50.2	-67.6	Higher
Long-Term English Learner	100%	30	-94.4	-109.6	Higher
Socioeconomically Disadvantaged	100%	626	42.1	-40.9	Higher
Students with Disabilities	99%	67	-58.0	-95.6	Higher

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

Birmingham Community Charter High - English Language Arts Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**686**	**64.4**	**-8.1**	**Higher**
Black or African American	100%	40	35.7	-51.3	Higher
Latino	100%	598	64.6	-33.7	Higher
English Learner	100%	82	-3.7	-59.9	Higher
Socioeconomically Disadvantaged	100%	626	62.7	-35.3	Higher
Students with Disabilities	100%	74	-17.7	-89.4	Higher

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

c. Math Indicator

In 2023 in Math, the charter school's DFS was lower than the state for All Students, and lower than the state for three of seven numerically significant student groups. In 2024 in Math, the charter school's DFS was lower than the state for All Students, and lower than the state for three of six numerically significant student groups. In 2025 in Math, the charter school's DFS was lower than the state for All Students, and lower than the state for three of five numerically significant student groups.

To continue to improve student performance in Math, school leaders adopted a new math curriculum across all grade levels, with aligned pacing guidelines, unit plans, and assessments. The school also implemented an 8-week assessment cycle and uses Professional Learning Communities to analyze student work, identify misconceptions, and adjust instruction. Additionally, the school provides targeted interventions during and after school to support students.

Birmingham Community Charter High - Mathematics Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**677**	**-69.6**	**-49.1**	**Lower**
Black or African American	97%	31	-100.9	-104.5	Higher
Latino	99%	568	-71.4	-80.8	Higher
White	97%	30	-58.4	-11.1	Lower
English Learner	99%	67	-124.9	-93.4	Lower
Homeless	100%	31	-129.5	-101.3	Lower
Socioeconomically Disadvantaged	99%	573	-72.6	-80.8	Higher
Students with Disabilities	98%	74	-126.8	-127.3	Higher

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

Birmingham Community Charter High - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**684**	**-57.9**	**-47.6**	**Lower**
Black or African American	100%	30	-80.8	-102.2	Higher
Latino	100%	585	-65.0	-79.2	Higher
English Learner	100%	108	-131.0	-93.4	Lower
Long-Term English Learner	100%	30	-170.1	-163.5	Lower
Socioeconomically Disadvantaged	100%	627	-61.0	-78.2	Higher

Birmingham Community Charter High - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
Students with Disabilities	99%	67	-139.6	-124.3	Lower

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

Birmingham Community Charter High - Mathematics Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**686**	**-50.4**	**-42.4**	**Lower**
Black or African American	100%	40	-97.0	-95.8	Lower
Latino	100%	598	-49.2	-73.6	Higher
English Learner	100%	82	-106.4	-86.1	Lower
Socioeconomically Disadvantaged	100%	626	-51.2	-72.9	Higher
Students with Disabilities	100%	74	-131.3	-120.7	Lower

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

d. Science Indicator

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

Birmingham Community Charter High - Science Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**99%**	**697**	**49.9**	**51.2**	**Lower**
Black or African American	97%	30	51.8	41.4	Higher
Latino	100%	594	48.8	45.4	Higher
White	94%	31	53.3	58.8	Lower
English Learner	100%	109	36.7	39.0	Lower
Long-Term English Learner	100%	30	33.0	32.8	Higher
Socioeconomically Disadvantaged	99%	639	49.7	45.6	Higher
Students with Disabilities	96%	67	39.0	36.7	Higher

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

Birmingham Community Charter High - Science Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**100%**	**710**	**56.9**	**52.6**	**Higher**
Black or African American	100%	40	52.1	43.4	Higher
Latino	100%	619	56.8	47.1	Higher
English Learner	100%	96	44.1	41.1	Higher
Homeless	100%	35	48.0	41.5	Higher
Socioeconomically Disadvantaged	100%	648	56.6	47.1	Higher
Students with Disabilities	100%	75	43.8	38.3	Higher

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

e. English Learner Progress Indicator

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

Birmingham Community Charter High - English Learner Progress Indicator - 2023 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	99.6%	220	47.3%	48.7%	Lower

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

Birmingham Community Charter High - English Learner Progress Indicator - 2024 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	219	49.3%	45.7%	Higher

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

Birmingham Community Charter High - English Learner Progress Indicator - 2025 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	235	55.7%	46.4%	Higher

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

f. College/Career Indicator

In 2023, 2024, and 2025, the charter school's percentage of high school graduates prepared for college or a career was higher than the state for All Students, and higher for all numerically significant student groups, with the exception of White student group in 2024 which was the same as the state.

Birmingham Community Charter High - College/Career Indicator - 2023 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**682**	**61.4%**	**43.9%**	**Higher**
Black or African American	31	45.2%	25.1%	Higher
Latino	590	60.7%	35.5%	Higher
English Learner	69	42.0%	15.3%	Higher
Homeless	41	48.8%	20.4%	Higher
Socioeconomically Disadvantaged	644	61.0%	35.4%	Higher
Students with Disabilities	81	37.0%	12.3%	Higher

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

Birmingham Community Charter High - College/Career Indicator - 2024 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**695**	**70.5%**	**45.3%**	**Higher**
Black or African American	33	48.5%	28.1%	Higher
Latino	576	72.6%	37.4%	Higher
White	35	54.3%	54.3%	Same
English Learner	52	50.0%	17.2%	Higher
Long-Term English Learner	34	55.9%	16.5%	Higher
Homeless	43	55.8%	21.8%	Higher
Socioeconomically Disadvantaged	651	71.1%	37.4%	Higher
Students with Disabilities	82	42.7%	13.5%	Higher

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

Birmingham Community Charter High - College/Career Indicator - 2025 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**715**	**77.3%**	**51.7%**	**Higher**
Latino	619	76.1%	45.1%	Higher
English Learner	106	57.5%	24.3%	Higher
Long-Term English Learner	53	52.8%	24.9%	Higher
Homeless	59	72.9%	26.5%	Higher

Birmingham Community Charter High - College/Career Indicator - 2025 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
Socioeconomically Disadvantaged	688	77.6%	44.8%	Higher
Students with Disabilities	81	37.0%	18.7%	Higher

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

g. Chronic Absenteeism Indicator
Not applicable

h. Graduation Rate Indicator [HS only]
In 2023 and 2025, on the Graduation Rate Indicator, the charter school's percentage of graduated students was higher than the state for All Students, and all numerically significant student groups. In 2024, the charter school's percentage of graduated students was higher than the state for All Students, and higher for seven of eight numerically significant student groups. Birmingham Community Charter High's students must meet A-G requirements with a grade of "C" or better.

i. Suspension Rate Indicator
In 2023, the charter school's percentage of students suspended at least once was lower than the state for All Students, and for six of ten numerically significant student groups. In 2024, the charter school's percentage of students suspended at least once was lower than the state for All Students, and for nine of eleven numerically significant student groups. In 2025, the charter school's percentage of students suspended at least once was higher than the state for All Students, and for seven of eleven 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
As noted above, Birmingham Community Charter High has benchmarks related to academics in its current term. The following summarizes the outcomes of each benchmark for each of the seven years (2019-2020 through 2025-2026) of the current charter term.

Note: Annual benchmark status updates are based on prior year(s) performance outcomes. For example, benchmarks that require performance level growth (as reported for the years in the table(s) below) are based on available data from the preceding two school years (e.g., 2019-2020 benchmark status is based on 2018 CA Dashboard data and 2019 CA Dashboard data). As CA Dashboard data are unavailable for the 2019-2020 and 2020-2021 school years due to statewide assessment disruptions caused by the COVID-19 pandemic, "No Update" is indicated for applicable benchmarks for 2020-2021, 2021-2022, and 2022-2023.

Benchmark 1: *The school will demonstrate growth as currently measured by Distance from Level 3 (DF3) per academic year, as reported on the California School Dashboard, in English Language Arts (ELA) as measured by CAASPP (SBAC) Assessment at a level equal to or greater than the Resident Schools Median, by the end of the charter term for the following: English Learner student subgroup.*

Term Years	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Benchmark	Not Met	No Update	No Update	No Update	Met	Not Met	Met

Benchmark 1 was met for two years and not met for two years. No update is available for 2020-2021, 2021-2022, and 2022-2023.

Benchmark 2: *The school will demonstrate growth as currently measured by Distance from Level 3 (DF3) per academic year, as reported on the California School Dashboard, in Math as measured by CAASPP (SBAC) Assessment at a level equal to or greater than the Resident Schools Median, by the end of the charter term for the following: English Learner student subgroup.*

Term Years	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Benchmark	Met	No Update	No Update	No Update	Met	Not Met	Met

Benchmark 2 was met for three years and not met for one year. No update is available for 2020-2021, 2021-2022, and 2022-2023.

Benchmark 3: *The school will demonstrate growth as currently measured by Distance from Level 3 (DF3) per academic year, as reported on the California School Dashboard, in Math as measured by CAASPP (SBAC) Assessment at a level equal to or greater than the Resident Schools Median, by the end of the charter term for the following: Students with Disabilities student subgroup.*

Term Years	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Benchmark	Met	No Update	No Update	No Update	Met	Not Met	Met

Benchmark 3 was met for three years and not met for one year. No update is available for 2020-2021, 2021-2022, and 2022-2023.

Birmingham Community Charter High's teachers are represented by the United Teachers of Los Angeles (UTLA). Classified Staff at Birmingham Community Charter High are represented by the American Federation of State, County and Municipal Employees (AFSCME).

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 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 Birmingham Community Charter High outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

VI. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Birmingham Community Charter High's ending net assets are positive.

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Ending Net Assets	$32,264,409	$36,636,935	$39,183,122	$40,466,415	$39,575,610
Net Income/Loss	$2,627,575	$4,372,526	$2,546,187	$1,283,293	($890,805)[1]
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment [A]	3,090	3,067	3,086	3,155	3,268

[1] According to Birmingham Community Charter High, the projected net loss of $890,805 reflected in the 2025-2026 Second Interim Report was primarily attributable to significantly fewer one-time fund sources available following the expiration of COVID-19 relief grants.

[A] CSD staff will continue to monitor Birmingham Community Charter High's enrollment in accordance with established procedures, and will take appropriate actions to ensure Charter School's alignment with the approved capacity. Per the charter operator, the school accepts a higher number of students due to high attrition rates throughout the school year (2025-2026 month 10 enrollment was 3,041). CSD will continue to follow up, as needed.

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
Based on District staff's review of Birmingham Community Charter High's budget submitted with its renewal petition, Charter School projects a significant net loss in each year of the renewal charter term, resulting in a decline in projected ending net assets from $39.6 million in Fiscal Year 2025-2026 Second Interim to $15.7 million in Fiscal Year 2031-2032. This represents a decline in the projected reserve for economic uncertainties from approximately 55.0% in Fiscal Year 2025-2026 to 15.3% in Fiscal Year 2031-2032. Charter School attributes these projected net losses to increasing personnel and operating costs and conservative revenue assumptions. To address the projected operating deficits, Charter School stated that it would evaluate potential expenditure reductions through attrition and other operational efficiencies, as well as potential revenue enhancements through attendance recovery and grant funding. Notwithstanding the projected net losses, as noted above, Birmingham Community Charter High is projected to maintain $15.7 million in ending net assets and a 15.3% reserve for economic uncertainties by Fiscal Year 2031-2032. The CSD will continue to monitor Charter School's financial condition through the oversight process.

Birmingham Community Charter High

Board District: 3 | Region: North | Location Code: 8557

CA School Dashboard: Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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	99%	679	45.6	12.2	Increased	Green	-13.6	Higher	100%	683	45.4	-0.2	Maintained	Green	-13.2	Higher	100%	686	64.4	19.0	Increased Significantly	Blue	-8.1	Higher
African American/Black	100%	32	5.1	-15.2	Declined Significantly	--	-59.6	Higher	100%	30	35.7	30.7	Increased Significantly	Blue	-58.9	Higher	100%	40	35.7	-0.1	Maintained	Green	-51.3	Higher
Asian	100%	8	*	*	*	*	61.8	*	100%	11	106.0	--	--	--	60.7	--	100%	5	*	*	*	*	61.9	*
English Learner	100%	68	-33.9	35.8	Increased Significantly	Yellow	-67.7	Higher	100%	107	-50.2	-16.3	Declined Significantly	Red	-67.6	Higher	100%	82	-3.7	46.4	Increased Significantly	Yellow	-59.9	Higher
Filipino	100%	20	72.3	-38.3	Declined Significantly	--	44.0	--	100%	19	84.1	11.8	Increased	--	45.8	--	100%	10	*	*	*	*	49.6	*
Homeless Youth	100%	31	-6.3	44.9	Increased Significantly	Yellow	-67.9	Higher	100%	24	30.9	37.2	Increased Significantly	--	-70.4	--	100%	29	13.0	-17.9	Declined Significantly	--	-68.9	--
Latino	99%	568	45.8	16.0	Increased Significantly	Blue	-40.2	Higher	100%	585	40.7	-5.2	Declined	Green	-39.3	Higher	100%	598	64.6	23.9	Increased Significantly	Blue	-33.7	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	100%	30	-94.4	-41.2	Declined Significantly	--	-109.6	Higher	100%	15	-58.6	35.8	Increased Significantly	--	-104.5	--
Socioeconomically Disadvantaged	99%	574	41.4	11.4	Increased	Green	-42.6	Higher	100%	626	42.1	0.7	Maintained	Green	-40.9	Higher	100%	626	62.7	20.6	Increased Significantly	Blue	-35.3	Higher
Students with Disabilities	99%	76	-43.8	10.2	Increased	Yellow	-96.3	Higher	99%	67	-58.0	-14.2	Declined	Red	-95.6	Higher	100%	74	-17.7	40.3	Increased Significantly	Yellow	-89.4	Higher
Two or More	100%	18	78.1	--	--	--	24.3	--	100%	9	*	*	*	*	24.3	*	100%	10	*	*	*	*	29.4	*
White	97%	31	41.8	-17.8	Declined Significantly	--	20.8	Higher	97%	28	81.0	39.2	Increased Significantly	--	19.2	--	100%	23	73.7	-7.2	Declined	--	23.8	--

Data Sources: California School Dashboard Research data files.

Birmingham Community Charter High

Board District: 3 | Region: North | Location Code: 8557

CA School Dashboard: Academic Performance - Math

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

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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	99%	677	-69.6	9.9	Increased	Yellow	-49.1	Lower	100%	684	-57.9	11.7	Increased	Green	-47.6	Lower	100%	686	-50.4	7.5	Increased	Green	-42.4	Lower
African American/Black	97%	31	-100.9	-21.6	Declined Significantly	--	-104.5	Higher	100%	30	-80.8	20.1	Increased Significantly	Yellow	-102.2	Higher	100%	40	-97.0	-16.3	Declined Significantly	Orange	-95.8	Lower
Asian	100%	8	*	*	*	*	50.8	*	100%	11	62.0	--	--	--	49.5	--	100%	5	*	*	*	*	51.9	*
English Learner	99%	67	-124.9	27.1	Increased Significantly	Orange	-93.4	Lower	100%	108	-131.0	-6.1	Declined	Red	-93.4	Lower	100%	82	-106.4	24.6	Increased Significantly	Yellow	-86.1	Lower
Filipino	100%	20	-27.9	-52.1	Declined Significantly	--	7.4	--	100%	19	-0.9	26.9	Increased Significantly	--	10.4	--	100%	10	*	*	*	*	14.2	*
Homeless Youth	100%	31	-129.5	10.8	Increased	Orange	-101.3	Lower	100%	24	-61.4	68.1	Increased Significantly	--	-106.0	--	100%	29	-102.1	-40.8	Declined Significantly	--	-102.8	--
Latino	99%	568	-71.4	12.5	Increased	Yellow	-80.8	Higher	100%	585	-65.0	6.3	Increased	Yellow	-79.2	Higher	100%	598	-49.2	15.8	Increased Significantly	Green	-73.6	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	100%	30	-170.1	-48.3	Declined Significantly	--	-163.5	Lower	100%	15	-146.1	24.0	Increased Significantly	--	-158.9	--
Socioeconomically Disadvantaged	99%	573	-72.6	10.8	Increased	Yellow	-80.8	Higher	100%	627	-61.0	11.7	Increased	Yellow	-78.2	Higher	100%	626	-51.2	9.8	Increased	Green	-72.9	Higher
Students with Disabilities	98%	74	-126.8	23.8	Increased Significantly	Orange	-127.3	Higher	99%	67	-139.6	-12.8	Declined	Red	-124.3	Lower	100%	74	-131.3	8.3	Increased	Orange	-120.7	Lower
Two or More	100%	18	-27.8	--	--	--	-7.4	--	100%	9	*	*	*	*	-5.3	*	100%	10	*	*	*	*	-0.7	*
White	97%	30	-58.4	-11.5	Declined	--	-11.1	Lower	97%	29	-6.9	51.5	Increased Significantly	--	-10.3	--	100%	23	-16.1	-9.3	Declined	--	-6.2	--

Data Sources: California School Dashboard Research data files.

Birmingham Community Charter High

Board District: 3 | Region: North | Location Code: 8557

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														
	Dashboard 2024						Dashboard 2025							
Student Group	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	99%	697	49.9	--	51.2	Lower	100%	710	56.9	7.0	Increased Significantly	Blue	52.6	Higher
African American/Black	97%	30	51.8	--	41.4	Higher	100%	40	52.1	0.3	Maintained	Yellow	43.4	Higher
Asian	91%	11	62.8	--	66.7	--	100%	5	*	*	*	*	67.0	*
English Learner	100%	109	36.7	--	39.0	Lower	100%	96	44.1	7.4	Increased Significantly	Yellow	41.1	Higher
Filipino	100%	21	58.1	--	62.1	--	100%	11	61.7	3.6	Increased	--	63.3	--
Homeless Youth	100%	24	48.0	--	40.1	--	100%	35	48.0	0.0	Maintained	--	41.5	Higher
Latino	100%	594	48.8	--	45.4	Higher	100%	619	56.8	8.0	Increased Significantly	Blue	47.1	Higher
Long-Term English Learner	100%	30	33.0	--	32.8	Higher	100%	18	35.6	2.6	Increased	--	34.0	--
Socioeconomically Disadvantaged	99%	639	49.7	--	45.6	Higher	100%	648	56.6	6.9	Increased Significantly	Blue	47.1	Higher
Students with Disabilities	96%	67	39.0	--	36.7	Higher	100%	75	43.8	4.8	Increased	Yellow	38.3	Higher
Two or More	100%	11	55.9	--	59.7	--	100%	10	*	*	*	*	61.1	*
White	94%	31	53.3	--	58.8	Lower	100%	25	61.6	8.3	Increased Significantly	--	60.2	--

Data Sources: California School Dashboard Research data files.

Birmingham Community Charter High

Board District: 3 | Region: North | Location Code: 8557

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 30 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	220	47.3%	-14.2	Declined Significantly	Orange	48.7%	Lower	219	49.3%	2.0	Increased	Green	45.7%	Higher	235	55.7%	6.4	Increased	Green	46.4%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	104	51.9%	6.2	Increased	Green	45.8%	Higher	92	63.0%	11.1	Increased Significantly	Blue	49.1%	Higher

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	45.9%	1.4%	37.7%	15.0%	45.7%	2.3%	32.2%	18.3%
2024	EL	48.4%	0.0%	39.3%	11.4%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	50.0%	0.0%	27.9%	20.2%	41.6%	3.4%	28.5%	24.7%
2025	EL	55.3%	0.4%	35.7%	8.5%	44.6%	1.3%	35.5%	17.2%
2025	LTEL	62.0%	1.1%	22.8%	14.1%	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.

Birmingham Community Charter High

Board District: 3 | Region: North | Location Code: 8557

CA School Dashboard: Academic Performance - College / Career

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

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

College / Career Academic Indicator (CCI) - CA School Dashboard Indicator																			
	Dashboard 2023					Dashboard 2024							Dashboard 2025						
Student Group	Students	CCI	Status Level	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State
All Students	682	61.4%	High	43.9%	Higher	695	70.5%	9.1	Increased Significantly	Blue	45.3%	Higher	715	77.3%	5.5	Increased	Blue	51.7%	Higher
African American/Black	31	45.2%	Medium	25.1%	Higher	33	48.5%	3.3	Increased	Green	28.1%	Higher	28	82.1%	33.7	Increased	--	35.7%	--
Asian	9	*	*	75.8%	*	8	*	*	*	*	74.5%	*	11	81.8%	0.0	--	--	77.9%	--
English Learner	69	42.0%	Medium	15.3%	Higher	52	50.0%	8.0	Increased	Green	17.2%	Higher	106	57.5%	9.5	Increased	Green	24.3%	Higher
Filipino	13	100.0%	Very High	65.2%	--	21	71.4%	-28.6	Declined	--	67.7%	--	19	94.7%	18.5	Increased	--	74.6%	--
Homeless Youth	41	48.8%	Medium	20.4%	Higher	43	55.8%	7.0	Increased	Green	21.8%	Higher	59	72.9%	17.1	Increased	Blue	26.5%	Higher
Latino	590	60.7%	High	35.5%	Higher	576	72.6%	11.9	Increased Significantly	Blue	37.4%	Higher	619	76.1%	2.3	Increased	Blue	45.1%	Higher
Long-Term English Learner	--	--	--	--	--	34	55.9%	15.9	Increased	Green	16.5%	Higher	53	52.8%	-0.1	Maintained	Yellow	24.9%	Higher
Socioeconomically Disadvantaged	644	61.0%	High	35.4%	Higher	651	71.1%	10.1	Increased Significantly	Blue	37.4%	Higher	688	77.6%	5.6	Increased	Blue	44.8%	Higher
Students with Disabilities	81	37.0%	Medium	12.3%	Higher	82	42.7%	5.6	Increased	Green	13.5%	Higher	81	37.0%	-2.0	Declined	Orange	18.7%	Higher
Two or More	10	*	*	52.9%	*	20	75.0%	0.0	--	--	53.7%	--	9	*	*	*	*	58.6%	*
White	29	69.0%	High	53.2%	--	35	54.3%	-14.7	Declined	--	54.3%	Same	28	82.1%	25.0	Increased	--	58.6%	--

Data Sources: California School Dashboard Research data files.

Birmingham Community Charter High

Board District: 3 | Region: North | Location Code: 8557

CA School Dashboard: Suspension Rate Indicator

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

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

Suspension Rate Indicator - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	3,272	2.7%	-1.4	Declined	Green	3.5%	Lower	3,270	2.9%	0.2	Maintained	Yellow	3.2%	Lower	3,351	3.2%	0.3	Increased	Orange	2.9%	Higher
African American/Black	161	6.2%	-4.6	Declined Significantly	Yellow	8.8%	Lower	154	4.5%	-1.7	Declined	Green	8.4%	Lower	135	5.2%	0.6	Increased	Orange	7.7%	Lower
Asian	37	0.0%	-5.4	Declined	Blue	1.1%	Lower	32	0.0%	0.0	Maintained	Blue	1.0%	Lower	35	2.9%	2.9	Increased	Orange	1.0%	Higher
English Learner	318	3.8%	-1.7	Declined	Green	3.7%	Higher	336	4.2%	0.4	Increased	Orange	3.4%	Higher	332	3.3%	-0.9	Declined	Green	3.2%	Higher
Filipino	63	1.6%	1.6	Increased	Orange	1.3%	Higher	76	1.3%	-0.3	Declined	Green	1.2%	Higher	76	1.3%	0.0	Maintained	Green	1.1%	Higher
Homeless Youth	186	1.6%	-2.5	Declined Significantly	Green	6.5%	Lower	198	3.5%	1.9	Increased	Orange	5.7%	Lower	242	5.0%	1.4	Increased	Orange	5.1%	Lower
Latino	2,812	2.3%	-1.5	Declined	Green	3.8%	Lower	2,793	3.0%	0.6	Increased	Orange	3.4%	Lower	2,881	3.2%	0.2	Maintained	Yellow	3.0%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	137	3.6%	-1.1	Declined	Green	8.1%	Lower	116	5.2%	1.5	Increased	Orange	7.0%	Lower
Socioeconomically Disadvantaged	2,825	2.7%	-1.5	Declined	Green	4.5%	Lower	3,003	3.1%	0.4	Increased	Orange	4.0%	Lower	3,058	3.4%	0.3	Increased	Orange	3.6%	Lower
Students with Disabilities	388	3.6%	-3.0	Declined Significantly	Green	5.9%	Lower	377	2.4%	-1.2	Declined	Green	5.4%	Lower	359	5.6%	3.2	Increased Significantly	Orange	5.0%	Higher
Two or More	64	7.8%	7.8	Increased	Orange	3.3%	Higher	63	1.6%	-6.2	Declined	Green	3.0%	Lower	62	3.2%	1.6	Increased	Orange	2.8%	Higher
White	132	3.8%	0.8	Increased	Orange	2.9%	Higher	148	2.0%	-1.8	Declined	Green	2.6%	Lower	158	3.2%	1.1	Increased	Orange	2.4%	Higher

Data Sources: California School Dashboard Research data files.

Birmingham Community Charter High

Board District: 3 | Region: North | Location Code: 8557

CA School Dashboard: Graduation Rate Indicator

This report shows the combined four- and five-year graduation rate for comprehensive (or traditional) high schools and Dashboard Alternative School Status (DASS) schools for all student groups in grades 9-12. This rate is based on the number of high school students who graduate with a regular high school diploma in either four or five years. The 2025 Graduation Rate Indicator includes students from the most recent graduation cohort (Class of 2025) as well as students from the prior cohort (Class of 2024) who graduated in their fifth year of high school in 2023-25. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

Graduation Rate Indicator - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State
All Students	684	95.3%	-1.1	Declined	Blue	86.4%	Higher	698	96.1%	0.8	Maintained	Blue	86.7%	Higher	719	96.5%	0.4	Maintained	Blue	87.8%	Higher
African American/Black	31	93.5%	0.5	Maintained	Green	78.5%	Higher	34	97.1%	3.5	Increased	Blue	79.1%	Higher	28	92.9%	-4.2	Declined	--	82.6%	--
Asian	9	*	*	*	*	94.5%	*	8	*	*	*	*	92.2%	*	11	90.9%	--	--	--	92.6%	--
English Learner	70	80.0%	3.4	Increased	Green	73.5%	Higher	53	81.1%	1.1	Increased	Green	77.9%	Higher	108	88.0%	6.8	Increased Significantly	Green	79.7%	Higher
Filipino	13	100.0%	0.0	Maintained	--	94.7%	--	21	100.0%	0.0	Maintained	--	95.2%	--	19	100.0%	0.0	Maintained	--	95.4%	--
Homeless Youth	42	83.3%	-5.3	Declined Significantly	Orange	73.7%	Higher	44	90.9%	7.6	Increased Significantly	Green	75.7%	Higher	60	95.0%	4.1	Increased	Blue	77.1%	Higher
Latino	592	95.1%	-1.7	Declined	Blue	84.2%	Higher	578	96.5%	1.4	Increased	Blue	85.3%	Higher	622	96.6%	0.1	Maintained	Blue	86.9%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	35	82.9%	2.9	Increased	Green	80.8%	Higher	53	94.3%	11.5	Increased Significantly	Green	84.0%	Higher
Socioeconomically Disadvantaged	646	95.4%	-1.4	Declined	Blue	83.7%	Higher	654	96.5%	1.1	Increased	Blue	84.4%	Higher	691	96.7%	0.2	Maintained	Blue	86.2%	Higher
Students with Disabilities	81	76.5%	-11.3	Declined Significantly	Orange	72.7%	Higher	83	81.9%	5.4	Increased Significantly	Green	74.4%	Higher	83	85.5%	3.6	Increased	Green	77.1%	Higher
Two or More	10	*	*	*	*	88.6%	*	20	95.0%	--	--	--	88.3%	--	9	*	*	*	*	87.9%	*
White	29	100.0%	12.0	Increased Significantly	--	89.8%	--	35	85.7%	-14.3	Declined Significantly	--	89.2%	Lower	29	96.6%	10.8	Increased Significantly	--	89.0%	--

Data Sources: California School Dashboard Research data files.

Birmingham Community Charter High

Board District: 3 | Region: North | Location Code: 8557

Local Indicators Report

Local Indicators - CA School Dashboard Indicator			
Priority	**2023 Dashboard**	**2024 Dashboard**	**2025 Dashboard**
Basic Services and Conditions (Priority 1)	Standard Met	Standard Met	Standard Met
Implementation of State Academic Standards (Priority 2)	Standard Met	Standard Met	Standard Met
Parent and Family Engagement (Priority 3)	Standard Met	Standard Met	Standard Met
School Climate (Priority 6)	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study (Priority 7)	Standard Met	Standard Met	Standard Met

Data Sources: California School Dashboard Local Indicators Research data files.

Birmingham Community Charter High

Board District: 3 | Region: North | Location Code: 8557

Enrollment Report

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

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

Enrollment by Ethnicity and Student Group									
	2023-2024			2024-2025			2025-2026		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	3,090	529,902	5,837,690	3,162	516,685	5,806,221	3,259	497,105	5,731,260
F/R Meal	90.6%	80.6%	61.6%	90.0%	81.9%	62.7%	67.8%	82.2%	62.4%
GATE	14.6%	11.6%	N/A	15.6%	13.0%	N/A	17.8%	14.1%	N/A
English Learner	8.8%	20.1%	18.4%	9.1%	18.6%	17.4%	7.3%	16.4%	16.2%
Foster Youth	0.1%	0.6%	0.5%	0.1%	0.5%	0.5%	0.2%	0.5%	0.5%
Homeless Youth	4.5%	2.1%	3.6%	6.5%	2.7%	4.0%	5.2%	2.4%	3.8%
Socioeconomically Disadvantaged	91.7%	81.3%	62.7%	91.0%	82.4%	63.6%	72.9%	82.7%	63.1%
Students w/ Disabilities	11.0%	14.8%	13.7%	10.2%	15.6%	14.2%	11.0%	16.4%	14.8%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%	0.1%	0.3%	0.8%
African American/Black	4.6%	7.3%	4.9%	3.9%	7.1%	4.9%	4.0%	7.2%	4.8%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	1.0%	3.4%	9.9%	1.1%	3.3%	10.1%	1.1%	3.3%	10.3%
Filipino	2.3%	1.7%	2.2%	2.4%	1.6%	2.2%	2.4%	1.7%	2.2%
Latino	86.2%	73.8%	56.1%	86.2%	73.6%	56.1%	85.9%	72.9%	56.0%
Native Hawaiian or Pacific Islander	0.1%	0.2%	0.4%	0.1%	0.2%	0.4%	0.1%	0.1%	0.4%
White	3.9%	9.8%	20.3%	4.7%	9.7%	20.0%	4.8%	9.7%	19.7%
Two or More Races	1.9%	2.0%	4.6%	1.6%	2.1%	4.8%	1.7%	2.2%	4.9%
Not Reported	0.0%	1.8%	1.1%	0.0%	2.2%	1.2%	0.0%	2.7%	1.3%

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

Birmingham Community Charter High

Board District: 3 | Region: North | Location Code: 8557

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.

	2023-2024						2024-2025						2025-2026					
	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	95	5.5%	15,302	6.5%	211,186	10.6%	80	4.7%	13,052	5.9%	198,853	10.4%	68	4.0%	10,142	4.9%	174,300	9.5%
At-Risk 4-5 Years	21	1.2%	15,717	6.7%	136,188	6.8%	22	1.3%	11,406	5.2%	115,009	6.0%	18	1.1%	11,109	5.4%	113,143	6.2%
EL 0-3 Years	125	7.2%	60,574	25.7%	519,651	26.0%	154	9.0%	57,726	26.1%	516,862	26.9%	112	6.6%	48,131	23.5%	467,800	25.6%
EL 4+ Years & Not At-Risk or LTEL	30	1.7%	14,725	6.2%	207,768	10.4%	31	1.8%	13,775	6.2%	178,306	9.3%	38	2.2%	11,946	5.8%	170,621	9.3%
EL Total	271	15.6%	106,318	45.0%	1,074,793	53.8%	287	16.7%	95,959	43.3%	1,009,030	52.6%	236	13.8%	81,328	39.7%	925,864	50.7%
RFEP	1,461	84.4%	129,789	55.0%	924,422	46.2%	1,429	83.3%	125,465	56.7%	909,298	47.4%	1,472	86.2%	123,618	60.3%	900,560	49.3%
Total Ever EL	1,732	100.0%	236,107	100.0%	1,999,215	100.0%	1,716	100.0%	221,424	100.0%	1,918,328	100.0%	1,708	100.0%	204,946	100.0%	1,826,424	100.0%

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

Birmingham Community Charter High

Board District: 3 | Region: North | Location Code: 8557

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						2025-2026					
	School			Los Angeles Unified			School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	3,090			529,902			3,162			516,685			3,259			497,105		
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**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	332	100.0%	10.7%	78,319	100.0%	14.8%	315	100.0%	10.0%	80,505	100.0%	15.6%	356	100.0%	10.9%	81,470	100.0%	16.4%
High Incidence	288	86.7%	9.3%	52,153	66.6%	9.8%	273	86.7%	8.6%	52,412	65.1%	10.1%	296	83.1%	9.1%	51,757	63.5%	10.4%
Low Incidence	44	13.3%	1.4%	26,162	33.4%	4.9%	42	13.3%	1.3%	28,084	34.9%	5.4%	60	16.9%	1.8%	29,702	36.5%	6.0%
Autism	27	8.1%	0.9%	18,713	23.9%	3.5%	22	7.0%	0.7%	20,802	25.8%	4.0%	34	9.6%	1.0%	22,739	27.9%	4.6%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%	0	0.0%	0.0%	10	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%	0	0.0%	0.0%	172	0.2%	0.0%
Emotional Disturbance	6	1.8%	0.2%	1,148	1.5%	0.2%	3	1.0%	0.1%	1,082	1.3%	0.2%	3	0.8%	0.1%	964	1.2%	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%	0	0.0%	0.0%	1	0.0%	0.0%
Hard of Hearing	2	0.6%	0.1%	971	1.2%	0.2%	4	1.3%	0.1%	931	1.2%	0.2%	6	1.7%	0.2%	903	1.1%	0.2%
Intellectual Disability	4	1.2%	0.1%	3,393	4.3%	0.6%	5	1.6%	0.2%	3,381	4.2%	0.7%	9	2.5%	0.3%	3,259	4.0%	0.7%
Multiple Disabilities	1	0.3%	0.0%	965	1.2%	0.2%	2	0.6%	0.1%	1,035	1.3%	0.2%	3	0.8%	0.1%	1,043	1.3%	0.2%
Other Health Impairment	63	19.0%	2.0%	10,930	14.0%	2.1%	70	22.2%	2.2%	11,596	14.4%	2.2%	79	22.2%	2.4%	12,092	14.8%	2.4%
Orthopedic Impairment	2	0.6%	0.1%	533	0.7%	0.1%	5	1.6%	0.2%	434	0.5%	0.1%	4	1.1%	0.1%	405	0.5%	0.1%
Specific Learning Disability	223	67.2%	7.2%	29,615	37.8%	5.6%	199	63.2%	6.3%	29,368	36.5%	5.7%	209	58.7%	6.4%	28,727	35.3%	5.8%
Speech or Language Impairment	2	0.6%	0.1%	11,608	14.8%	2.2%	4	1.3%	0.1%	11,448	14.2%	2.2%	8	2.2%	0.2%	10,938	13.4%	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%	0	0.0%	0.0%	59	0.1%	0.0%
Visual Impairment	2	0.6%	0.1%	185	0.2%	0.0%	1	0.3%	0.0%	175	0.2%	0.0%	1	0.3%	0.0%	158	0.2%	0.0%

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

Attachment C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
BIRMINGHAM COMMUNITY CHARTER HIGH
BOARD OF EDUCATION REPORT 083 – 26/27
October13, 2026

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2027 until June 30, 2032 to serve up to 3200 students in grades 9-12 in each year of the charter term.

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

III. Proposed Change:
The approval of this charter petition would renew the charter of Birmingham Community Charter High for five (5) years beginning July 1, 2027 until June 30, 2032.

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

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

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

PREPARED BY:

JOSÉ SALAS
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

File #: Rep-090-26/27, **Version:** 1 **Agenda Date:** 10/13/2026
In Control: Charter Schools Division

Approval of the Renewal Petition for Granada Hills Charter [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Granada Hills Charter) Recommends approval of the renewal petition for Granada Hills Charter, a High performing, Conversion Independent charter school, located in Board District 3 and Region North, for seven (7) years, beginning July 1, 2027, until June 30, 2034, to serve up to 6,925 students in grades TK-12 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Granada Hills Charter ("Charter School"), a Conversion Independent charter school, located in Board District 3 and Region North, for a term of seven (7) years, beginning July 1, 2027, until June 30, 2034, to serve up to 6,925 students in grades TK-12 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
Granada Hills Charter is a TK-12 span school currently serving 6,139 students on two sites: a District facility located at 10535 Zelzah Ave., Granada Hills, CA, 91344, through a Sole Occupant Agreement, and a private facility located at 17081 Devonshire St., Northridge, CA 91325, in Board District 3 and Region North. Granada Hills Charter was originally approved by the LAUSD Board of Education on April 22, 2003. On September 25, 2018, the charter school was renewed for a five-year term to serve 6,925 students in grades TK-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Granada Hills Charter expires June 30, 2027.

On July 15, 2026, Granada Hills Charter submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through October 13, 2026.

An initial Public Hearing was held on August 25, 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 Granada Hills Charter governing board members complete questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. Additionally, resumes and due

diligence forms are requested from Granada Hills Charter's Lead Petitioner; Executive Director/Chief Executive Officer or equivalent; Principal or equivalent; Financial manager or equivalent; and Chief Financial Officer or equivalent, as applicable. A confidential due diligence review of the charter school, the governing organization, and school's leaders, may be conducted by the Office of the Inspector General (OIG) as appropriate, and to the extent the OIG identifies any material concerns, 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 14 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, applicable policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms set forth in Charter School's renewal petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the renewal petition.

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

authorized to continue operations as a charter school for the charter term beginning July 1, 2027.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal 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 renewal petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 090, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of Charter School's renewal petition.

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

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

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

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

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

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

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

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

Attachments:
Signature Page
Attachment A- Staff Assessment and Recommendation Report
Attachment B- Granada Hills Charter Data Set
Attachment C- Desegregation Impact Statement

Budget, Petition, CORE Data (if applicable), and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1s4a31n0mVIKn5lVyau1Ef-UAl0MTxe6t?usp=sharing>

Submitted:
09/17/26

RESPECTFULLY SUBMITTED,

ANDRÉS E. CHAIT
Superintendent of Schools

APPROVED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

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

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 090-26/27
October 13, 2026

School Name:	**Granada Hills Charter**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 13, 2026**
Type of Charter School:	**Conversion Independent**		
Charter Operator	**Granada Hills Charter**		
Location Code:	**8681**		
Type of Site(s):	**1. District - Sole Occupant Agreement** **2. Private**		
Site Address(es):	**1. 10535 Zelzah Ave., Granada Hills, CA 91344** **2. 17081 Devonshire St., Northridge, CA 91325**		
Board District(s):	**3**	Region(s):	**North**
Grade Levels Served:	**TK-12**	Current Enrollment:	**6,139**
Grade Levels Authorized in Current Charter:	**TK-12**	Approved Enrollment in Current Charter:	**6,925**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2026 CLASSIFICATION)	**High Performing**		
STAFF RECOMMENDATION:	**Approval for a seven (7)-year term (2027-2034)**		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Granada Hills Charter ("Granada" or "Charter School"), located in Board District 3 and Region North, for a term of seven (7) years, beginning July 1, 2027, until June 30, 2034, to serve up to 6,925 students in grades TK-12 in each year of the charter term.

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

- Consideration of qualifying as High Performing under renewal criteria 1 or High Performing for the most recent two years;
- Ratings on the Annual Performance-Based Oversight Visit Report in the areas of Governance; Student Achievement and Educational Performance; Organizational Management, Programs and Operations; and Fiscal Operations for the previous two years, and no significant unresolved issues, including, but not limited to, Notices to Cure;

- Additional academic considerations, including benchmarks;
- Equity and access for families and pupils; and
- School culture and climate

As staff considered Granada Hills Charter's renewal petition and record, staff recommends a term length of seven (7) years.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 14 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

	Granada Hills Charter
Initial Authorization:	On April 22, 2003, Granada Hills Charter was authorized by the LAUSD Board of Education to convert to an independent charter school to serve 4,300 students in grades 9-12.
Most Recent Renewal:	The charter was renewed on September 25, 2018, for a five-year term (July 1, 2019 - June 30, 2024) to serve up to 6,925 students in grades TK-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Granada Hills Charter expires June 30, 2027.
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on September 24, 2019, to add an admissions preference.
Board Benchmarks in Current Charter Term:	On September 25, 2018, as part of the school's most recent renewal, the LAUSD Board of Education issued the following facilities benchmarks to Granada: The school shall provide a written status report to the Charter Schools Division (CSD) annually no later than December 1 that provides evidence of the following: The school will continue working with the LAUSD Facilities Services Division (FSD) to complete outstanding corrective actions from FSD's Notice of Violations dated March 3, 2017, including a plan that outlines the steps the school has taken toward final resolution. If this benchmark remains unmet by the timeline(s) indicated, at that time the District will review the charter school's status reports and any additional relevant information, and determine next steps accordingly, up to and including recommendation for revocation during the school's charter term or recommendation of non-renewal upon submission of a renewal petition at the end of the term of the charter. Please see the "Additional Information" section below.
Submission of Renewal Petition Application:	Granada submitted its renewal petition application on July 15, 2026. The 90-day statutory timeline for Board action on the petition runs through October 13, 2026.

	Granada Hills Charter
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Granada implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Granada participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Granada Hills Charter is operated by Granada Hills Charter, a California nonprofit public benefit corporation.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Granada has been identified by the state as a High performing charter school under the high performing renewal criteria. (Ed. Code, § 47607(c)(2)(A) or (B).) The chartering authority shall not deny renewal for a charter school pursuant to Education Code section 47607(c) that has met the High performing renewal criteria. (Ed. Code, § 47607(c)(2)(A).) The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard.

Please see the Granada Hills Charter data set.

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.

Granada Hills Charter

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
Dashboard 2023	Blue	Green	Not Applicable	Orange	High	Red	Yellow	Blue
Dashboard 2024	Green	Green	No Performance Color	Green	Blue	Green	Blue	Yellow
Dashboard 2025	Blue	Green	Green	Green	Blue	Yellow	Blue	Green

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

The charter school received the High performing categorization due to performance levels schoolwide, and for a majority of student groups, that are the same or higher than the state

average on applicable academic indicators for the last two years. In 2024 and 2025, the English Language Arts (ELA), Math, Science, English Learner Progress Indicator (ELPI), and College Career Indicator (CCI) were all higher than the state average for all students and for all numerically significant student groups.

c. Dashboard Local Indicators

Staff also considered the Local Indicators (e.g., Basics: 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.

d. Additional Information

As noted above, Granada has a benchmark related to facilities in its current term.

Benchmark: *The school will continue working with the LAUSD Facilities Services Division (FSD) to complete outstanding corrective actions from FSD's Notice of Violations dated March 3, 2017, including a plan that outlines the steps the school has taken toward final resolution.*

The Notice of Violation referenced in the above benchmark indicated the LAUSD Facilities Service Division (FSD) considered 12 alterations at the District facility that were not approved. The benchmark has been monitored by the FSD and reported to the CSD on an annual basis. Per the last update provided to the CSD on August 27, 2026, Granada Hills Charter has addressed, or is making sufficient progress to address, the corrective actions noted in the Notice of Violations.

As of this writing, the FSD confirmed there are only two outstanding items: the renovations to the gymnasium and a new parking lot. Per the FSD, Granada Hills Charter hired an architect to prepare plans to submit to the Division of the State Architect (DSA). The FSD anticipates DSA approval by June 2027. The FSD will provide oversight of any construction work required as part of Granada Hills Charter's DSA-approved plans.

Granada's certificated employees are represented by United Teachers Los Angeles and its classified employees are represented by SEIU-Local 99.

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

In accordance with Education Code section 47604.32, the District's Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following 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 Granada's outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

VI. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Granada Hills Charter's ending net assets are positive.

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Ending Net Assets	$40,808,507	$48,970,421	$50,477,054	$44,755,098	$43,483,622
Net Income/Loss	$5,890,397	$8,161,914	$1,506,633	($5,671,938)[1]	($1,271,476)[3]
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	($50,018)[2]	$0
Norm Enrollment [A]	5,678	5,867	6,031	5,917	6,139

[1] According to Granada Hills Charter leadership, the reported net loss for Fiscal Year (FY) 2024-2025 was primarily attributable to a combination of factors, including approximately $2 million in

non-cash depreciation expense, a decline in student enrollment by 114 students, approximately $2 million in COVID vaccine-related legal fees and settlement costs, and a $628K increase in contributions to the Special Education Fund.

[2] According to Granada Hills Charter, the $50,018 prior-year adjustment represents a revenue accrual relating to the 21st Century Asset Grant that was not properly reflected in Charter School's independent audit report, resulting in a discrepancy between the 2023-2024 ending net assets and the 2024-2025 beginning net assets.

[3] According to Granada Hills Charter, the projected net loss reflected in the FY 2025-2026 Second Interim was primarily attributable to depreciation expense and ongoing legal costs associated with the COVID vaccine-related cases.

[A] Granada Hills Charter stated that it plans to increase enrollment through various means, for example, by implementing a phased expansion strategy over multiple years. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

Notwithstanding the net losses described above, Granada Hills Charter has maintained positive ending net assets for the most current four school years and projects positive ending net assets for FY 2025-2026. As summarized in the financial table above, Charter School reported $44,755,098 in ending net assets as of June 30, 2025, based on its 2024-2025 independent audit report.

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
Not applicable

Granada Hills Charter

Board District: 3 | Region: North | Location Code: 8681

CA School Dashboard: Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	1,826	68.5	5.9	Increased	Blue	-13.6	Higher	97%	1,958	65.4	-3.1	Declined	Green	-13.2	Higher	98%	1,982	73.3	7.9	Increased	Blue	-8.1	Higher
African American/Black	97%	68	58.7	5.9	Increased	Blue	-59.6	Higher	97%	73	43.7	-14.9	Declined	Green	-58.9	Higher	96%	88	39.7	-4.0	Declined	Green	-51.3	Higher
Asian	98%	316	111.1	13.3	Increased	Blue	61.8	Higher	99%	339	113.2	2.1	Maintained	Blue	60.7	Higher	99%	372	115.6	2.5	Maintained	Blue	61.9	Higher
English Learner	100%	69	-24.6	-20.1	Declined Significantly	Orange	-67.7	Higher	96%	72	-10.3	14.3	Increased	Yellow	-67.6	Higher	96%	98	-12.5	-2.3	Maintained	Orange	-59.9	Higher
Filipino	99%	205	97.2	17.3	Increased Significantly	Blue	44.0	Higher	99%	177	108.6	11.3	Increased	Blue	45.8	Higher	97%	190	119.5	10.9	Increased	Blue	49.6	Higher
Latino	98%	751	42.7	0.7	Maintained	Green	-40.2	Higher	97%	851	39.9	-2.8	Maintained	Green	-39.3	Higher	98%	823	43.9	4.0	Increased	Green	-33.7	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	91%	11	-91.0	-20.6	Declined Significantly	--	-109.6	--	94%	17	-83.9	7.1	Increased	--	-104.5	--
Socioeconomically Disadvantaged	98%	936	46.8	7.2	Increased	Blue	-42.6	Higher	97%	1,190	52.0	5.2	Increased	Blue	-40.9	Higher	97%	922	51.9	-0.1	Maintained	Blue	-35.3	Higher
Students with Disabilities	96%	168	-46.0	-3.6	Declined	Orange	-96.3	Higher	94%	200	-41.8	4.2	Increased	Yellow	-95.6	Higher	96%	217	-35.8	6.0	Increased	Yellow	-89.4	Higher
Two or More	94%	17	122.5	21.2	Increased Significantly	--	24.3	--	100%	22	110.5	-12.1	Declined	--	24.3	--	100%	31	94.6	-15.8	Declined Significantly	--	29.4	Higher
White	98%	424	66.5	2.3	Maintained	Blue	20.8	Higher	95%	445	62.3	-4.2	Declined	Green	19.2	Higher	96%	421	77.5	15.3	Increased Significantly	Blue	23.8	Higher

Data Sources: California School Dashboard Research data files.

Granada Hills Charter

Board District: 3 | Region: North | Location Code: 8681

CA School Dashboard: Academic Performance - Math

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

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	1,817	10.1	-0.4	Maintained	Green	-49.1	Higher	97%	1,953	15.9	5.8	Increased	Green	-47.6	Higher	97%	1,977	25.4	9.5	Increased	Green	-42.4	Higher
African American/Black	97%	68	-38.2	-20.8	Declined Significantly	Orange	-104.5	Higher	96%	72	-19.3	18.9	Increased Significantly	Green	-102.2	Higher	93%	87	-31.2	-11.9	Declined	Orange	-95.8	Higher
Asian	98%	315	79.0	5.3	Increased	Blue	50.8	Higher	98%	337	84.8	5.9	Increased	Blue	49.5	Higher	98%	369	86.2	1.4	Maintained	Blue	51.9	Higher
English Learner	100%	69	-76.9	-42.3	Declined Significantly	Orange	-93.4	Higher	97%	74	-45.3	31.5	Increased Significantly	Yellow	-93.4	Higher	95%	97	-31.8	13.6	Increased	Yellow	-86.1	Higher
Filipino	98%	204	46.8	15.2	Increased Significantly	Blue	7.4	Higher	99%	177	57.6	10.8	Increased	Blue	10.4	Higher	98%	192	74.6	17.0	Increased Significantly	Blue	14.2	Higher
Latino	98%	746	-29.9	-8.1	Declined	Orange	-80.8	Higher	97%	848	-17.2	12.7	Increased	Green	-79.2	Higher	98%	821	-12.7	4.5	Increased	Green	-73.6	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	91%	11	-178.6	-22.5	Declined Significantly	--	-163.5	--	88%	17	-140.5	38.2	Increased Significantly	--	-158.9	--
Socioeconomically Disadvantaged	97%	932	-16.8	-1.3	Maintained	Yellow	-80.8	Higher	97%	1,186	-0.8	16.1	Increased Significantly	Green	-78.2	Higher	96%	920	-0.5	0.2	Maintained	Yellow	-72.9	Higher
Students with Disabilities	95%	167	-103.6	-4.2	Declined	Red	-127.3	Higher	91%	199	-79.4	24.2	Increased Significantly	Yellow	-124.3	Higher	94%	214	-82.8	-3.4	Declined	Orange	-120.7	Higher
Two or More	94%	17	40.2	1.8	Maintained	--	-7.4	--	100%	22	71.9	31.6	Increased Significantly	--	-5.3	--	100%	31	47.0	-24.9	Declined Significantly	--	-0.7	Higher
White	98%	422	17.7	1.9	Maintained	Green	-11.1	Higher	95%	447	12.6	-5.1	Declined	Green	-10.3	Higher	96%	421	30.5	17.9	Increased Significantly	Blue	-6.2	Higher

Data Sources: California School Dashboard Research data files.

Granada Hills Charter

Board District: 3 | Region: North | Location Code: 8681

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														
	Dashboard 2024						Dashboard 2025							
Student Group	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	96%	1,338	64.0	--	51.2	Higher	98%	1,390	61.8	-2.2	Declined	Green	52.6	Higher
African American/Black	92%	49	57.8	--	41.4	Higher	97%	57	56.4	-1.3	Maintained	Green	43.4	Higher
Asian	99%	237	72.9	--	66.7	Higher	97%	225	72.1	-0.8	Maintained	Blue	67.0	Higher
English Learner	92%	35	46.3	--	39.0	Higher	97%	35	49.0	2.7	Increased	Green	41.1	Higher
Filipino	98%	156	70.4	--	62.1	Higher	100%	113	70.1	-0.4	Maintained	Blue	63.3	Higher
Latino	96%	536	57.8	--	45.4	Higher	98%	609	57.5	-0.3	Maintained	Green	47.1	Higher
Long-Term English Learner	100%	11	38.8	--	32.8	--	88%	8	*	*	*	*	34.0	*
Socioeconomically Disadvantaged	96%	796	61.5	--	45.6	Higher	98%	696	57.8	-3.7	Declined	Green	47.1	Higher
Students with Disabilities	95%	129	44.6	--	36.7	Higher	96%	139	47.1	2.6	Increased	Green	38.3	Higher
Two or More	100%	14	78.2	--	59.7	--	100%	10	*	*	*	*	61.1	*
White	95%	313	64.9	--	58.8	Higher	98%	344	60.2	-4.7	Declined	Green	60.2	Same

Data Sources: California School Dashboard Research data files.

Granada Hills Charter

Board District: 3 | Region: North | Location Code: 8681

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 30 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	96	49.0%	-14.7	Declined Significantly	Orange	48.7%	Higher	106	54.7%	5.8	Increased	Green	45.7%	Higher	105	63.8%	9.1	Increased	Green	46.4%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	35	51.4%	9.8	Increased	Green	45.8%	Higher	26	50.0%	-1.4	Maintained	--	49.1%	--

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	38.5%	10.4%	17.7%	31.3%	45.7%	2.3%	32.2%	18.3%
2024	EL	42.5%	11.3%	23.6%	20.8%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	45.7%	2.9%	28.6%	17.1%	41.6%	3.4%	28.5%	24.7%
2025	EL	53.3%	10.5%	20.0%	16.2%	44.6%	1.3%	35.5%	17.2%
2025	LTEL	38.5%	11.5%	15.4%	30.8%	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.

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CA School Dashboard: Academic Performance - College / Career

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

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

College / Career Academic Indicator (CCI) - CA School Dashboard Indicator																			
	Dashboard 2023					Dashboard 2024							Dashboard 2025						
Student Group	Students	CCI	Status Level	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State
All Students	1,105	69.7%	High	43.9%	Higher	1,135	72.2%	2.6	Increased	Blue	45.3%	Higher	1,144	76.5%	-1.3	Maintained	Blue	51.7%	Higher
African American/Black	51	60.8%	High	25.1%	Higher	47	57.4%	-3.3	Declined	Yellow	28.1%	Higher	47	76.6%	-2.1	Declined	Green	35.7%	Higher
Asian	196	87.2%	Very High	75.8%	Higher	189	89.9%	2.7	Increased	Blue	74.5%	Higher	176	91.5%	-1.6	Maintained	Blue	77.9%	Higher
English Learner	33	54.5%	Medium	15.3%	Higher	28	46.4%	-8.1	Declined	--	17.2%	--	15	26.7%	-34.0	Declined	--	24.3%	--
Filipino	83	80.7%	Very High	65.2%	Higher	126	85.7%	5.0	Increased	Blue	67.7%	Higher	88	94.3%	4.6	Increased	Blue	74.6%	Higher
Homeless Youth	6	*	*	20.4%	*	9	*	*	*	*	21.8%	*	13	69.2%	0.0	--	--	26.5%	--
Latino	427	62.5%	High	35.5%	Higher	456	63.4%	0.8	Maintained	Green	37.4%	Higher	504	68.7%	0.2	Maintained	Green	45.1%	Higher
Long-Term English Learner	--	--	--	--	--	12	33.3%	-19.6	Declined	--	16.5%	--	7	*	*	*	*	24.9%	*
Socioeconomically Disadvantaged	741	64.8%	High	35.4%	Higher	837	68.1%	3.3	Increased	Green	37.4%	Higher	860	72.3%	-2.2	Declined	Green	44.8%	Higher
Students with Disabilities	114	21.9%	Low	12.3%	Higher	112	25.0%	3.1	Increased	Yellow	13.5%	Higher	106	26.4%	-0.4	Maintained	Orange	18.7%	Higher
Two or More	12	50.0%	Medium	52.9%	--	8	*	*	*	*	53.7%	*	8	*	*	*	*	58.6%	*
White	301	68.4%	High	53.2%	Higher	278	70.5%	2.1	Increased	Blue	54.3%	Higher	295	74.9%	-2.4	Declined	Green	58.6%	Higher

Data Sources: California School Dashboard Research data files.

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CA School Dashboard: Chronic Absenteeism

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

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

Chronic Absenteeism - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	1,150	11.7%	3.5	Increased Significantly	Red	24.3%	Lower	1,320	5.3%	-6.3	Declined Significantly	Green	18.6%	Lower	1,322	5.5%	0.2	Maintained	Yellow	17.1%	Lower
African American/Black	39	12.8%	7.1	Increased	Orange	36.4%	Lower	43	4.7%	-8.2	Declined	Green	31.3%	Lower	46	6.5%	1.9	Increased	Orange	29.8%	Lower
Asian	220	10.9%	6.8	Increased Significantly	Red	10.1%	Higher	263	3.0%	-7.9	Declined Significantly	Blue	7.5%	Lower	259	1.9%	-1.1	Declined	Blue	6.7%	Lower
English Learner	69	29.0%	16.3	Increased	Red	26.3%	Higher	64	7.8%	-21.2	Declined	Green	20.1%	Lower	54	13.0%	5.2	Increased	Orange	18.1%	Lower
Filipino	121	7.4%	1.0	Increased	Orange	13.8%	Lower	135	3.7%	-3.7	Declined	Green	9.6%	Lower	125	4.0%	0.3	Maintained	Green	8.4%	Lower
Latino	465	13.5%	1.6	Increased	Orange	28.4%	Lower	544	7.5%	-6.0	Declined Significantly	Green	21.7%	Lower	556	7.4%	-0.2	Maintained	Yellow	20.1%	Lower
Socioeconomically Disadvantaged	549	12.6%	2.4	Increased	Orange	29.9%	Lower	761	7.0%	-5.6	Declined Significantly	Green	23.4%	Lower	571	8.8%	1.8	Increased	Orange	21.7%	Lower
Students with Disabilities	133	16.5%	3.9	Increased	Orange	33.1%	Lower	169	8.9%	-7.7	Declined Significantly	Green	26.3%	Lower	185	9.2%	0.3	Maintained	Yellow	24.9%	Lower
Two or More	37	8.1%	3.3	Increased	Orange	21.6%	Lower	51	7.8%	-0.3	Maintained	Yellow	16.2%	Lower	54	9.3%	1.4	Increased	Orange	14.9%	Lower
White	264	11.4%	5.2	Increased Significantly	Red	18.5%	Lower	278	2.9%	-8.5	Declined Significantly	Blue	13.5%	Lower	274	4.7%	1.9	Increased	Yellow	12.2%	Lower

Data Sources: California School Dashboard Research data files.

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CA School Dashboard: Suspension Rate Indicator

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

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

Suspension Rate Indicator - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	5,993	0.5%	0.2	Maintained	Blue	3.5%	Lower	6,106	1.6%	1.2	Increased	Yellow	3.2%	Lower	6,018	1.1%	-0.5	Declined	Green	2.9%	Lower
African American/Black	249	1.2%	0.8	Increased	Yellow	8.8%	Lower	262	4.2%	3.0	Increased Significantly	Orange	8.4%	Lower	249	3.2%	-1.0	Declined	Green	7.7%	Lower
American Indian or Alaska Native	22	0.0%	0.0	Maintained	--	7.4%	--	19	5.3%	5.3	Increased	--	7.0%	--	17	0.0%	-5.3	Declined	--	6.1%	--
Asian	1,023	0.1%	0.0	Maintained	Blue	1.1%	Lower	1,040	0.7%	0.6	Increased	Green	1.0%	Lower	1,007	0.3%	-0.4	Declined	Blue	1.0%	Lower
English Learner	165	0.0%	0.0	Maintained	Blue	3.7%	Lower	159	1.3%	1.3	Increased	Yellow	3.4%	Lower	162	1.2%	0.0	Maintained	Green	3.2%	Lower
Filipino	537	0.0%	0.0	Maintained	Blue	1.3%	Lower	566	0.2%	0.2	Maintained	Blue	1.2%	Lower	521	0.4%	0.2	Maintained	Blue	1.1%	Lower
Homeless Youth	29	0.0%	0.0	Maintained	--	6.5%	--	38	2.6%	2.6	Increased	--	5.7%	Lower	24	0.0%	-2.6	Declined	--	5.1%	--
Latino	2,488	0.6%	0.2	Maintained	Blue	3.8%	Lower	2,586	1.7%	1.0	Increased	Yellow	3.4%	Lower	2,633	1.5%	-0.1	Maintained	Green	3.0%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	41	2.4%	2.4	Increased	Yellow	8.1%	Lower	43	2.3%	-0.1	Maintained	Green	7.0%	Lower
Pacific Islander	27	0.0%	0.0	Maintained	--	4.9%	--	25	0.0%	0.0	Maintained	--	4.4%	--	22	4.5%	4.5	Increased	--	4.2%	--
Socioeconomically Disadvantaged	3,065	0.7%	0.3	Increased	Green	4.5%	Lower	3,691	1.8%	1.2	Increased	Yellow	4.0%	Lower	2,909	1.5%	-0.3	Declined	Green	3.6%	Lower
Students with Disabilities	578	1.6%	0.3	Increased	Yellow	5.9%	Lower	610	4.6%	3.0	Increased Significantly	Red	5.4%	Lower	590	2.9%	-1.7	Declined	Green	5.0%	Lower
Two or More	184	1.1%	-0.1	Maintained	Green	3.3%	Lower	184	2.2%	1.1	Increased	Yellow	3.0%	Lower	190	0.5%	-1.6	Declined	Blue	2.8%	Lower
White	1,463	0.3%	0.1	Maintained	Blue	2.9%	Lower	1,424	2.2%	1.8	Increased	Yellow	2.6%	Lower	1,379	0.9%	-1.3	Declined	Blue	2.4%	Lower

Data Sources: California School Dashboard Research data files.

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CA School Dashboard: Graduation Rate Indicator

This report shows the combined four- and five-year graduation rate for comprehensive (or traditional) high schools and Dashboard Alternative School Status (DASS) schools for all student groups in grades 9-12. This rate is based on the number of high school students who graduate with a regular high school diploma in either four or five years. The 2025 Graduation Rate Indicator includes students from the most recent graduation cohort (Class of 2025) as well as students from the prior cohort (Class of 2024) who graduated in their fifth year of high school in 2023-25. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

Graduation Rate Indicator - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State
All Students	1,107	94.4%	-2.5	Declined	Yellow	86.4%	Higher	1,139	96.6%	2.2	Increased	Blue	86.7%	Higher	1,147	96.0%	-0.6	Maintained	Blue	87.8%	Higher
African American/Black	51	94.1%	0.9	Maintained	Green	78.5%	Higher	47	100.0%	5.9	Increased Significantly	Blue	79.1%	Higher	47	100.0%	0.0	Maintained	Blue	82.6%	Higher
Asian	197	96.4%	-2.5	Declined	Blue	94.5%	Higher	189	98.4%	2.0	Increased	Blue	92.2%	Higher	176	97.2%	-1.3	Declined	Blue	92.6%	Higher
English Learner	33	81.8%	-8.7	Declined Significantly	Orange	73.5%	Higher	30	90.0%	8.2	Increased Significantly	Green	77.9%	Higher	15	80.0%	-10.0	Declined Significantly	--	79.7%	--
Filipino	83	98.8%	1.5	Increased	Blue	94.7%	Higher	126	99.2%	0.4	Maintained	Blue	95.2%	Higher	89	98.9%	-0.3	Maintained	Blue	95.4%	Higher
Homeless Youth	6	*	*	*	*	73.7%	*	9	*	*	*	*	75.7%	*	13	92.3%	--	--	--	77.1%	--
Latino	428	93.5%	-4.0	Declined	Yellow	84.2%	Higher	460	97.0%	3.5	Increased	Blue	85.3%	Higher	505	95.4%	-1.5	Declined	Blue	86.9%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	13	92.3%	4.1	Increased	--	80.8%	--	7	*	*	*	*	84.0%	*
Socioeconomically Disadvantaged	743	93.3%	-3.7	Declined	Yellow	83.7%	Higher	841	96.4%	3.2	Increased	Blue	84.4%	Higher	862	95.8%	-0.6	Maintained	Blue	86.2%	Higher
Students with Disabilities	114	79.8%	-14.2	Declined Significantly	Orange	72.7%	Higher	115	88.7%	8.9	Increased Significantly	Green	74.4%	Higher	108	82.4%	-6.3	Declined Significantly	Orange	77.1%	Higher
Two or More	12	83.3%	--	--	--	88.6%	--	8	*	*	*	*	88.3%	*	8	*	*	*	*	87.9%	*
White	301	93.7%	-1.5	Declined	Yellow	89.8%	Higher	278	93.9%	0.2	Maintained	Green	89.2%	Higher	296	94.6%	0.7	Maintained	Green	89.0%	Higher

Data Sources: California School Dashboard Research data files.

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Local Indicators Report

Local Indicators - CA School Dashboard Indicator			
Priority	**2023 Dashboard**	**2024 Dashboard**	**2025 Dashboard**
Basic Services and Conditions (Priority 1)	Standard Met	Standard Met	Standard Met
Implementation of State Academic Standards (Priority 2)	Standard Met	Standard Met	Standard Met
Parent and Family Engagement (Priority 3)	Standard Met	Standard Met	Standard Met
School Climate (Priority 6)	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study (Priority 7)	Standard Met	Standard Met	Standard Met

Data Sources: California School Dashboard Local Indicators Research data files.

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Enrollment Report

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

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

Enrollment by Ethnicity and Student Group									
	2023-2024			2024-2025			2025-2026		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	6,014	529,902	5,837,690	5,927	516,685	5,806,221	6,140	497,105	5,731,260
F/R Meal	49.4%	80.6%	61.6%	47.3%	81.9%	62.7%	47.6%	82.2%	62.4%
GATE	16.2%	11.6%	N/A	16.2%	13.0%	N/A	15.6%	14.1%	N/A
English Learner	2.5%	20.1%	18.4%	2.4%	18.6%	17.4%	2.7%	16.4%	16.2%
Foster Youth	0.1%	0.6%	0.5%	0.1%	0.5%	0.5%	0.0%	0.5%	0.5%
Homeless Youth	0.5%	2.1%	3.6%	0.4%	2.7%	4.0%	0.2%	2.4%	3.8%
Socioeconomically Disadvantaged	49.5%	81.3%	62.7%	47.4%	82.4%	63.6%	47.8%	82.7%	63.1%
Students w/ Disabilities	8.8%	14.8%	13.7%	9.0%	15.6%	14.2%	8.7%	16.4%	14.8%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%	0.0%	0.3%	0.8%
African American/Black	4.2%	7.3%	4.9%	4.1%	7.1%	4.9%	3.8%	7.2%	4.8%
American Indian or Alaska Native	0.3%	0.1%	0.4%	0.3%	0.1%	0.4%	0.2%	0.1%	0.4%
Asian	17.1%	3.4%	9.9%	16.9%	3.3%	10.1%	16.4%	3.3%	10.3%
Filipino	9.4%	1.7%	2.2%	8.7%	1.6%	2.2%	8.7%	1.7%	2.2%
Latino	42.3%	73.8%	56.1%	43.7%	73.6%	56.1%	43.5%	72.9%	56.0%
Native Hawaiian or Pacific Islander	0.4%	0.2%	0.4%	0.4%	0.2%	0.4%	0.2%	0.1%	0.4%
White	23.4%	9.8%	20.3%	22.9%	9.7%	20.0%	22.7%	9.7%	19.7%
Two or More Races	1.1%	2.0%	4.6%	1.3%	2.1%	4.8%	2.5%	2.2%	4.9%
Not Reported	1.8%	1.8%	1.1%	1.8%	2.2%	1.2%	2.0%	2.7%	1.3%

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

Granada Hills Charter

Board District: 3 | Region: North | Location Code: 8681

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.

	2023-2024						2024-2025						2025-2026					
	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	27	2.2%	15,302	6.5%	211,186	10.6%	25	2.1%	13,052	5.9%	198,853	10.4%	29	2.3%	10,142	4.9%	174,300	9.5%
At-Risk 4-5 Years	15	1.2%	15,717	6.7%	136,188	6.8%	13	1.1%	11,406	5.2%	115,009	6.0%	17	1.3%	11,109	5.4%	113,143	6.2%
EL 0-3 Years	81	6.5%	60,574	25.7%	519,651	26.0%	73	6.1%	57,726	26.1%	516,862	26.9%	89	7.1%	48,131	23.5%	467,800	25.6%
EL 4+ Years & Not At-Risk or LTEL	26	2.1%	14,725	6.2%	207,768	10.4%	33	2.8%	13,775	6.2%	178,306	9.3%	26	2.1%	11,946	5.8%	170,621	9.3%
EL Total	149	12.0%	106,318	45.0%	1,074,793	53.8%	144	12.1%	95,959	43.3%	1,009,030	52.6%	161	12.8%	81,328	39.7%	925,864	50.7%
RFEP	1,097	88.0%	129,789	55.0%	924,422	46.2%	1,049	87.9%	125,465	56.7%	909,298	47.4%	1,099	87.2%	123,618	60.3%	900,560	49.3%
Total Ever EL	1,246	100.0%	236,107	100.0%	1,999,215	100.0%	1,193	100.0%	221,424	100.0%	1,918,328	100.0%	1,260	100.0%	204,946	100.0%	1,826,424	100.0%

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

Granada Hills Charter

Board District: 3 | Region: North | Location Code: 8681

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						2025-2026					
	School			Los Angeles Unified			School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	6,014			529,902			5,927			516,685			6,140			497,105		
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**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	521	100.0%	8.7%	78,319	100.0%	14.8%	530	100.0%	8.9%	80,505	100.0%	15.6%	533	100.0%	8.7%	81,470	100.0%	16.4%
High Incidence	434	83.3%	7.2%	52,153	66.6%	9.8%	428	80.8%	7.2%	52,412	65.1%	10.1%	422	79.2%	6.9%	51,757	63.5%	10.4%
Low Incidence	87	16.7%	1.4%	26,162	33.4%	4.9%	102	19.2%	1.7%	28,084	34.9%	5.4%	111	20.8%	1.8%	29,702	36.5%	6.0%
Autism	62	11.9%	1.0%	18,713	23.9%	3.5%	73	13.8%	1.2%	20,802	25.8%	4.0%	76	14.3%	1.2%	22,739	27.9%	4.6%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%	0	0.0%	0.0%	10	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%	1	0.2%	0.0%	172	0.2%	0.0%
Emotional Disturbance	7	1.3%	0.1%	1,148	1.5%	0.2%	10	1.9%	0.2%	1,082	1.3%	0.2%	10	1.9%	0.2%	964	1.2%	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%	0	0.0%	0.0%	1	0.0%	0.0%
Hard of Hearing	6	1.2%	0.1%	971	1.2%	0.2%	5	0.9%	0.1%	931	1.2%	0.2%	7	1.3%	0.1%	903	1.1%	0.2%
Intellectual Disability	8	1.5%	0.1%	3,393	4.3%	0.6%	9	1.7%	0.2%	3,381	4.2%	0.7%	12	2.3%	0.2%	3,259	4.0%	0.7%
Multiple Disabilities	1	0.2%	0.0%	965	1.2%	0.2%	1	0.2%	0.0%	1,035	1.3%	0.2%	1	0.2%	0.0%	1,043	1.3%	0.2%
Other Health Impairment	151	29.0%	2.5%	10,930	14.0%	2.1%	137	25.8%	2.3%	11,596	14.4%	2.2%	124	23.3%	2.0%	12,092	14.8%	2.4%
Orthopedic Impairment	0	0.0%	0.0%	533	0.7%	0.1%	2	0.4%	0.0%	434	0.5%	0.1%	2	0.4%	0.0%	405	0.5%	0.1%
Specific Learning Disability	248	47.6%	4.1%	29,615	37.8%	5.6%	248	46.8%	4.2%	29,368	36.5%	5.7%	245	46.0%	4.0%	28,727	35.3%	5.8%
Speech or Language Impairment	35	6.7%	0.6%	11,608	14.8%	2.2%	43	8.1%	0.7%	11,448	14.2%	2.2%	53	9.9%	0.9%	10,938	13.4%	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%	0	0.0%	0.0%	59	0.1%	0.0%
Visual Impairment	3	0.6%	0.0%	185	0.2%	0.0%	2	0.4%	0.0%	175	0.2%	0.0%	2	0.4%	0.0%	158	0.2%	0.0%

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

ATTACHMENT C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
GRANADA HILLS CHARTER
BOARD OF EDUCATION REPORT 090 – 26/27
October 13, 2026

I. Category of Proposed Action:
The proposed action would renew the charter for seven (7) years, beginning July 1, 2027 until June 30, 2034 to serve up to 6,925 students in grades TK-12 in each year of the charter term.

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

III. Proposed Change:
The approval of this charter petition would renew the charter of Granada Hills Charter for seven (7) years beginning July 1, 2027 until June 30, 2034.

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. Student Integration Services provided feedback for the charter petition to ensure compliance.

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

PREPARED BY:

Kristi Maar
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

Board of Education Report

File #: Rep-096-26/27, **Version:** 1 **Agenda Date:** 10/13/2026
In Control: Charter Schools Division

Approval of the Renewal Petition for Multicultural Learning Center [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Multicultural Learning Center) Recommends approval of the renewal petition for Multicultural Learning Center, a Middle performing, Start-Up Independent charter school, located in Board District 3 and Region North, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 533 students in grades TK-8 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Multicultural Learning Center ("Charter School"), a Start-Up Independent charter school, located in Board District 3 and Region North, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 533 students in grades TK-8 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
Multicultural Learning Center is a TK-8 span school currently serving 479 students on private facilities at 7510 De Soto Ave., Canoga Park, CA, 91303, and 8211 Remmet Ave., Canoga Park, CA, 91304 in Board District 3 and Region North. Multicultural Learning Center was originally approved by the LAUSD Board of Education on April 17, 2001. On December 8, 2020, the charter school was renewed for a five-year term to serve 533 students in grades TK-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Multicultural Learning Center expires June 30, 2027.

On July 16, 2026, Multicultural Learning Center submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through October 14, 2026.

An initial Public Hearing was held on August 25, 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 Multicultural Learning Center governing board members complete questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. Additionally, resumes and due

diligence forms are requested from Multicultural Learning Center's Lead Petitioner; Executive Director/Chief Executive Officer or equivalent; Principal or equivalent; Financial manager or equivalent; and Chief Financial Officer or equivalent, as applicable. A confidential due diligence review of the charter school, the governing organization, and school's leaders, may be conducted by the Office of the Inspector General (OIG) as appropriate, and to the extent the OIG identifies any material concerns, 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 14 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, applicable policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms set forth in Charter School's renewal petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the renewal petition.

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

authorized to continue operations as a charter school for the charter term beginning July 1, 2027.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal 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 renewal 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. 096, 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's renewal petition.

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

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

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

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

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

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

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

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

Attachments:
Signature Page
Attachment A- Staff Assessment and Recommendation Report
Attachment B- Multicultural Learning Center Data Set
Attachment C- Desegregation Impact Statement

Budget, Petition, CORE Data (if applicable), and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1lWCAt4t0HunqjPoFBFH-yYbDcX2bUkYG?usp=sharing>

Submitted:
9/17/26

RESPECTFULLY SUBMITTED,

ANDRÉS E. CHAIT
Superintendent of Schools

APPROVED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

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

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 096-26/27
October 13, 2026

School Name:	**Multicultural Learning Center**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 14, 2026**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Multicultural Learning Center**		
Location Code:	**3550**		
Type of Site(s):	**Private**		
Site Address(es):	**1) 7510 De Soto Ave., Canoga Park, CA 91303** **2) 8211 Remmet Ave., Canoga Park, CA 91304**		
Board District(s):	**3**	Region(s):	**North**
Grade Levels Served:	**TK-8**	Current Enrollment:	**479**
Grade Levels Authorized in Current Charter:	**TK-8**	Approved Enrollment in Current Charter:	**533**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2026 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval for a five (5)-year term (2027-2032)**		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Multicultural Learning Center ("MLC" or "Charter School"), located in Board District 3 and Region North, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 533 students in grades TK-8 in each year of the charter term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 14 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

	Multicultural Learning Center
Initial Authorization:	On April 17, 2001, Multicultural Learning Center was authorized by the LAUSD Board of Education to serve 240 students in grades K-5.
Most Recent Renewal:	The charter was renewed on December 8, 2020, for a five-year term (July 1, 2021 - June 30, 2026) to serve up to 533 students in grades TK-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Multicultural Learning Center expires June 30, 2027.

	Multicultural Learning Center
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Multicultural Learning Center submitted its renewal petition application on July 16, 2026. The 90-day statutory timeline for Board action on the petition runs through October 14, 2026.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Multicultural Learning Center implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Multicultural Learning Center participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Multicultural Learning Center is operated by Multicultural Learning Center, a California nonprofit public benefit corporation.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

A. Summary

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

Overall, Charter School's Dashboard performance was higher than the state in English Language Arts (ELA), Math, Science, and English Learner Progress Indicator (ELPI). The charter school did not submit verified data. The recommendation of approval is based on a holistic review of the charter school, including performing higher than the state for the majority of applicable academic indicators.

Please see the Multicultural Learning Center data set.

a. 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.

Multicultural Learning Center Dashboard Indicators

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
Dashboard 2023	Orange	Orange	Not Applicable	Green	Not Applicable	Yellow	Not Applicable	Blue
Dashboard 2024	Yellow	Yellow	No Performance Color	Red	Not Applicable	Yellow	Not Applicable	Orange
Dashboard 2025	Green	Green	Green	Green	Not Applicable	Orange	Not Applicable	Blue

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

b. English Language Arts Indicator

In 2023 and 2024 in ELA, the charter school's DFS was lower than the state for All Students, and higher than the state for three of four numerically significant student groups. In 2025, the charter school's DFS was higher than the state for All Students, and for all numerically significant student groups.

Multicultural Learning Center - English Language Arts Indicator - 2023 Dashboard

Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**98%**	**257**	**-37.6**	**-13.6**	**Lower**
Latino	98%	217	-36.4	-40.2	Higher
English Learner	100%	92	-61.4	-67.7	Higher
Socioeconomically Disadvantaged	98%	155	-60.7	-42.6	Lower
Students with Disabilities	95%	41	-87.7	-96.3	Higher

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

Multicultural Learning Center - English Language Arts Indicator - 2024 Dashboard

Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**290**	**-28.6**	**-13.2**	**Lower**
Latino	100%	242	-26.8	-39.3	Higher
English Learner	100%	85	-50.2	-67.6	Higher
Socioeconomically Disadvantaged	99%	161	-52.9	-40.9	Lower
Students with Disabilities	98%	50	-92.3	-95.6	Higher

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

Multicultural Learning Center - English Language Arts Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**98%**	**287**	**-3.0**	**-8.1**	**Higher**
Latino	98%	248	-6.2	-33.7	Higher
English Learner	97%	57	-44.9	-59.9	Higher
Socioeconomically Disadvantaged	97%	174	-20.9	-35.3	Higher
Students with Disabilities	94%	47	-57.7	-89.4	Higher

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

c. Math Indicator

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

Multicultural Learning Center - Mathematics Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**97%**	**253**	**-70.0**	**-49.1**	**Lower**
Latino	97%	215	-70.6	-80.8	Higher
English Learner	100%	92	-100.4	-93.4	Lower
Socioeconomically Disadvantaged	96%	153	-87.8	-80.8	Lower
Students with Disabilities	98%	42	-130.3	-127.3	Lower

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

Multicultural Learning Center - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**290**	**-41.7**	**-47.6**	**Higher**
Latino	100%	243	-39.9	-79.2	Higher
English Learner	100%	85	-63.8	-93.4	Higher
Socioeconomically Disadvantaged	99%	161	-57.8	-78.2	Higher

Multicultural Learning Center - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
Students with Disabilities	100%	51	-93.6	-124.3	Higher

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

Multicultural Learning Center - Mathematics Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**291**	**-24.9**	**-42.4**	**Higher**
Latino	99%	251	-24.7	-73.6	Higher
English Learner	97%	58	-57.9	-86.1	Higher
Socioeconomically Disadvantaged	99%	178	-40.9	-72.9	Higher
Students with Disabilities	96%	48	-76.8	-120.7	Higher

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

d. Science Indicator

In 2024 in Science, the charter school's Science Points were lower than the state for All Students, and higher than the state for all numerically significant student groups. In 2025, the charter school's Science Points were higher than the state for All Students, and for all numerically significant student groups.

Multicultural Learning Center - Science Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**99%**	**95**	**50.7**	**51.2**	**Lower**
Latino	99%	83	51.9	45.4	Higher
Socioeconomically Disadvantaged	98%	57	48.2	45.6	Higher

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

Multicultural Learning Center - Science Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**100%**	**92**	**53.2**	**52.6**	**Higher**
Latino	100%	78	52.7	47.1	Higher
Socioeconomically Disadvantaged	100%	54	50.5	47.1	Higher

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

e. English Learner Progress Indicator

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

Multicultural Learning Center - English Learner Progress Indicator - 2023 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	97.8%	57	57.9%	48.7%	Higher

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

Multicultural Learning Center - English Learner Progress Indicator - 2024 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	53	34.0%	45.7%	Lower

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

Multicultural Learning Center - English Learner Progress Indicator - 2025 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	41	51.2%	46.4%	Higher

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

f. College/Career Indicator

Not applicable

g. Chronic Absenteeism Indicator

In 2023, the charter school's rate of chronic absenteeism was higher than the state for All Students, and for four of five numerically significant student groups. In 2024, the charter school's rate of chronic absenteeism was lower than the state for All Students, and for three of five numerically significant student groups. In 2025, the charter school's rate of chronic absenteeism was higher than the state for All Students, and lower than the state for two of four numerically significant student groups.

To improve student attendance, charter school leaders report efforts including providing targeted family outreach and support, connecting families to mental health and community resources, and educating parents on wellness and the importance of regular attendance.

h. Graduation Rate Indicator [HS only]

Not applicable

i. Suspension Rate Indicator

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

j. Dashboard Local Indicators

Staff also considered the Local Indicators (e.g., Basics: 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

MLC's 90/10 Dual-Language model gradually increases English instruction while sustaining Spanish literacy and academic language development. The progression is 90/10 (K–1), 80/20 (2), 70/30 (3), 60/40 (4), and 50/50 (5) Spanish/English. In middle school (grades 6-8), instruction shifts to a content-based bilingual model, with Math, STEM, and English in English and Humanities and Spanish Language Arts in Spanish.

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 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 MLC's outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

VI. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition
Multicultural Learning Center's ending net assets are positive.

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Ending Net Assets	$2,529,009	$2,819,933	$2,866,623	$3,153,101	$2,404,103
Net Income/Loss	($4,899)[1]	$290,924	$46,690	$286,478	($748,998)[2]
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment	446	474	504	497	479

According to Multicultural Learning Center:

[1] The net loss of ($4,899) reported for Fiscal Year 2021-2022 was attributed to a change in state guidance on the treatment of hold harmless funding. Due to projected enrollment declines, more than $300K in revenue was reallocated from Fiscal Year 2021-2022 to Fiscal Year 2022-2023.
[2] The projected net loss for Fiscal Year 2025-2026 was primarily attributable to the removal of $945,905 in Employee Retention Credit (ERC) revenue that had been included in the 2025-2026 First Interim projections. Charter School stated that its auditor determined that the revenue should be recognized in Fiscal Year 2024–2025. Accordingly, the ERC revenue was removed from Charter School's 2025–2026 Second Interim Financial Report, resulting in a projected net loss of ($748,998). Notwithstanding the projected loss, Multicultural Learning Center is projected to maintain positive ending net assets of more than $2.4 million, based on its 2025-2026 Second Interim Financial Report.

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
Not applicable

Multicultural Learning Center

Board District: 3 | Region: North | Location Code: 3550

CA School Dashboard: Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	257	-37.6	2.2	Maintained	Orange	-13.6	Lower	100%	290	-28.6	9.0	Increased	Yellow	-13.2	Lower	98%	287	-3.0	25.6	Increased Significantly	Green	-8.1	Higher
African American/Black	100%	6	*	*	*	*	-59.6	*	100%	7	*	*	*	*	-58.9	*	100%	11	-1.0	--	--	--	-51.3	--
English Learner	100%	92	-61.4	-0.1	Maintained	Orange	-67.7	Higher	100%	85	-50.2	11.2	Increased	Yellow	-67.6	Higher	97%	57	-44.9	5.3	Increased	Yellow	-59.9	Higher
Latino	98%	217	-36.4	3.7	Increased	Yellow	-40.2	Higher	100%	242	-26.8	9.6	Increased	Yellow	-39.3	Higher	98%	248	-6.2	20.6	Increased Significantly	Yellow	-33.7	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	100%	18	-76.6	--	--	--	-109.6	--	100%	16	-66.3	10.4	Increased	--	-104.5	--
Socioeconomically Disadvantaged	98%	155	-60.7	-0.7	Maintained	Orange	-42.6	Lower	99%	161	-52.9	7.8	Increased	Yellow	-40.9	Lower	97%	174	-20.9	32.0	Increased Significantly	Yellow	-35.3	Higher
Students with Disabilities	95%	41	-87.7	17.1	Increased Significantly	Orange	-96.3	Higher	98%	50	-92.3	-4.5	Declined	Red	-95.6	Higher	94%	47	-57.7	34.6	Increased Significantly	Yellow	-89.4	Higher
Two or More	100%	10	*	*	*	*	24.3	*	100%	11	-100.0	--	--	--	24.3	--	100%	8	*	*	*	*	29.4	*
White	100%	10	*	*	*	*	20.8	*	100%	15	0.3	--	--	--	19.2	--	100%	12	67.2	66.9	Increased Significantly	--	23.8	--

Data Sources: California School Dashboard Research data files.

Multicultural Learning Center

Board District: 3 | Region: North | Location Code: 3550

CA School Dashboard: Academic Performance - Math

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

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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	97%	253	-70.0	0.2	Maintained	Orange	-49.1	Lower	100%	290	-41.7	28.3	Increased Significantly	Yellow	-47.6	Higher	99%	291	-24.9	16.8	Increased Significantly	Green	-42.4	Higher
African American/Black	100%	6	*	*	*	*	-104.5	*	100%	7	*	*	*	*	-102.2	*	100%	11	-48.5	--	--	--	-95.8	--
English Learner	100%	92	-100.4	-9.2	Declined	Red	-93.4	Lower	100%	85	-63.8	36.6	Increased Significantly	Yellow	-93.4	Higher	97%	58	-57.9	5.9	Increased	Yellow	-86.1	Higher
Latino	97%	215	-70.6	0.6	Maintained	Orange	-80.8	Higher	100%	243	-39.9	30.7	Increased Significantly	Yellow	-79.2	Higher	99%	251	-24.7	15.2	Increased Significantly	Green	-73.6	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	100%	18	-87.6	--	--	--	-163.5	--	94%	16	-65.7	21.9	Increased Significantly	--	-158.9	--
Socioeconomically Disadvantaged	96%	153	-87.8	-4.0	Declined	Orange	-80.8	Lower	99%	161	-57.8	30.1	Increased Significantly	Yellow	-78.2	Higher	99%	178	-40.9	16.8	Increased Significantly	Yellow	-72.9	Higher
Students with Disabilities	98%	42	-130.3	10.3	Increased	Orange	-127.3	Lower	100%	51	-93.6	36.7	Increased Significantly	Yellow	-124.3	Higher	96%	48	-76.8	16.8	Increased Significantly	Yellow	-120.7	Higher
Two or More	100%	10	*	*	*	*	-7.4	*	100%	11	-91.6	--	--	--	-5.3	--	100%	8	*	*	*	*	-0.7	*
White	90%	10	*	*	*	*	-11.1	*	93%	15	-25.5	--	--	--	-10.3	--	100%	12	28.2	53.7	Increased Significantly	--	-6.2	--

Data Sources: California School Dashboard Research data files.

Multicultural Learning Center

Board District: 3 | Region: North | Location Code: 3550

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														
	Dashboard 2024						Dashboard 2025							
Student Group	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	99%	95	50.7	--	51.2	Lower	100%	92	53.2	2.5	Increased	Green	52.6	Higher
English Learner	100%	29	46.0	--	39.0	--	100%	25	44.0	-2.1	Declined	--	41.1	--
Latino	99%	83	51.9	--	45.4	Higher	100%	78	52.7	0.8	Maintained	Yellow	47.1	Higher
Socioeconomically Disadvantaged	98%	57	48.2	--	45.6	Higher	100%	54	50.5	2.3	Increased	Green	47.1	Higher
Students with Disabilities	100%	19	36.1	--	36.7	--	100%	13	43.8	7.7	Increased Significantly	--	38.3	--

Data Sources: California School Dashboard Research data files.

Multicultural Learning Center

Board District: 3 | Region: North | Location Code: 3550

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 30 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025					
Student Group	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	57	57.9%	1.5	Maintained	Green	48.7%	Higher	53	34.0%	-23.9	Declined Significantly	Red	45.7%	Lower	41	51.2%	17.3	Increased Significantly	Green	46.4%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	13	69.2%	--	--	--	45.8%	--	5	*	*	*	*	49.1%	*

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	57.9%	0%	22.8%	19.3%	45.7%	2.3%	32.2%	18.3%
2024	EL	34.0%	0%	18.9%	47.2%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	69.2%	0%	15.4%	15.4%	41.6%	3.4%	28.5%	24.7%
2025	EL	51.2%	0%	26.8%	22.0%	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.

Multicultural Learning Center

Board District: 3 | Region: North | Location Code: 3550

CA School Dashboard: Chronic Absenteeism

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

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

Chronic Absenteeism - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025					
Student Group	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	485	29.5%	-3.5	Declined Significantly	Yellow	24.3%	Higher	504	18.1%	-11.4	Declined Significantly	Yellow	18.6%	Lower	495	19.8%	1.7	Increased	Orange	17.1%	Higher
African American/Black	13	23.1%	--	--	--	36.4%	--	13	7.7%	-15.4	Declined	--	31.3%	--	14	14.3%	6.6	Increased	--	29.8%	--
English Learner	94	33.0%	-6.0	Declined	Orange	26.3%	Higher	104	24.0%	-8.9	Declined	Orange	20.1%	Higher	96	24.0%	-0.1	Maintained	Red	18.1%	Higher
Latino	410	28.3%	-6.9	Declined Significantly	Yellow	28.4%	Lower	426	18.8%	-9.5	Declined Significantly	Yellow	21.7%	Lower	429	20.0%	1.3	Increased	Orange	20.1%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	18	33.3%	--	--	--	23.9%	--	16	12.5%	-20.8	Declined	--	22.5%	--
Socioeconomically Disadvantaged	298	32.6%	-5.5	Declined Significantly	Yellow	29.9%	Higher	279	22.2%	-10.3	Declined Significantly	Yellow	23.4%	Lower	313	23.6%	1.4	Increased	Red	21.7%	Higher
Students with Disabilities	85	41.2%	1.8	Increased	Red	33.1%	Higher	85	23.5%	-17.6	Declined	Orange	26.3%	Lower	88	20.5%	-3.1	Declined	Orange	24.9%	Lower
Two or More	36	38.9%	8.5	Increased	--	21.6%	Higher	36	19.4%	-19.4	Declined	Yellow	16.2%	Higher	29	24.1%	4.7	Increased	--	14.9%	--
White	17	29.4%	23.9	Increased	--	18.5%	--	22	9.1%	-20.3	Declined	--	13.5%	--	18	11.1%	2.0	Increased	--	12.2%	--

Data Sources: California School Dashboard Research data files.

Multicultural Learning Center

Board District: 3 | Region: North | Location Code: 3550

CA School Dashboard: Suspension Rate Indicator

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

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

Suspension Rate Indicator - CA School Dashboard Indicator																						
	Dashboard 2023							Dashboard 2024							Dashboard 2025							
Student Group	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	489	0.4%	-0.3	Declined	Blue	3.5%	Lower	510	2.7%	2.3	Increased Significantly	Orange	3.2%	Lower	506	0.4%	-2.3	Declined Significantly	Blue	2.9%	Lower	
African American/Black	14	0.0%	--	--	--	8.8%	--	14	0.0%	0.0	Maintained	--	8.4%	--	14	0.0%	0.0	Maintained	--	7.7%	--	
English Learner	95	0.0%	0.0	Maintained	Blue	3.7%	Lower	105	3.8%	3.8	Increased	Orange	3.4%	Higher	97	0.0%	-3.8	Declined	Blue	3.2%	Lower	
Latino	411	0.2%	-0.5	Declined	Blue	3.8%	Lower	431	2.6%	2.3	Increased Significantly	Orange	3.4%	Lower	435	0.5%	-2.1	Declined Significantly	Blue	3.0%	Lower	
Long-Term English Learner	--	--	--	--	--	--	--	18	16.7%	--	--	--	8.1%	--	16	0.0%	-16.7	Declined	--	7.0%	--	
Socioeconomically Disadvantaged	300	0.3%	0.0	Maintained	Blue	4.5%	Lower	284	3.2%	2.8	Increased Significantly	Red	4.0%	Lower	318	0.3%	-2.9	Declined Significantly	Blue	3.6%	Lower	
Students with Disabilities	86	0.0%	0.0	Maintained	Blue	5.9%	Lower	85	4.7%	4.7	Increased	Orange	5.4%	Lower	93	0.0%	-4.7	Declined	Blue	5.0%	Lower	
Two or More	36	2.8%	2.8	Increased	--	3.3%	Lower	36	5.6%	2.8	Increased	Orange	3.0%	Higher	33	0.0%	-5.6	Declined	Blue	2.8%	Lower	
White	19	0.0%	0.0	Maintained	--	2.9%	--	22	4.5%	4.5	Increased	--	2.6%	--	19	0.0%	-4.5	Declined	--	2.4%	--	

Data Sources: California School Dashboard Research data files.

Multicultural Learning Center

Board District: 3 | Region: North | Location Code: 3550

Local Indicators Report

Local Indicators - CA School Dashboard Indicator			
Priority	**2023 Dashboard**	**2024 Dashboard**	**2025 Dashboard**
Basic Services and Conditions (Priority 1)	Standard Met	Standard Met	Standard Met
Implementation of State Academic Standards (Priority 2)	Standard Met	Standard Met	Standard Met
Parent and Family Engagement (Priority 3)	Standard Met	Standard Met	Standard Met
School Climate (Priority 6)	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study (Priority 7)	Standard Met	Standard Met	Standard Met

Data Sources: California School Dashboard Local Indicators Research data files.

Multicultural Learning Center

Board District: 3 | Region: North | Location Code: 3550

Enrollment Report

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

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

Enrollment by Ethnicity and Student Group									
	2023-2024			2024-2025			2025-2026		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	500	529,902	5,837,690	496	516,685	5,806,221	479	497,105	5,731,260
F/R Meal	52.4%	80.6%	61.6%	60.5%	81.9%	62.7%	61.4%	82.2%	62.4%
GATE	0.8%	11.6%	N/A	0.8%	13.0%	N/A	3.5%	14.1%	N/A
English Learner	19.8%	20.1%	18.4%	12.3%	18.6%	17.4%	14.0%	16.4%	16.2%
Foster Youth	0.8%	0.6%	0.5%	1.2%	0.5%	0.5%	1.0%	0.5%	0.5%
Homeless Youth	1.6%	2.1%	3.6%	1.0%	2.7%	4.0%	0.8%	2.4%	3.8%
Socioeconomically Disadvantaged	53.4%	81.3%	62.7%	61.7%	82.4%	63.6%	62.4%	82.7%	63.1%
Students w/ Disabilities	14.2%	14.8%	13.7%	14.9%	15.6%	14.2%	16.3%	16.4%	14.8%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%	0.0%	0.3%	0.8%
African American/Black	2.6%	7.3%	4.9%	2.8%	7.1%	4.9%	2.5%	7.2%	4.8%
American Indian or Alaska Native	0.6%	0.1%	0.4%	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.2%	3.4%	9.9%	0.4%	3.3%	10.1%	0.2%	3.3%	10.3%
Filipino	0.6%	1.7%	2.2%	0.6%	1.6%	2.2%	0.6%	1.7%	2.2%
Latino	84.4%	73.8%	56.1%	86.5%	73.6%	56.1%	88.1%	72.9%	56.0%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%	0.0%	0.1%	0.4%
White	4.4%	9.8%	20.3%	3.6%	9.7%	20.0%	4.0%	9.7%	19.7%
Two or More Races	3.6%	2.0%	4.6%	3.0%	2.1%	4.8%	1.9%	2.2%	4.9%
Not Reported	3.6%	1.8%	1.1%	3.0%	2.2%	1.2%	2.7%	2.7%	1.3%

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

Multicultural Learning Center

Board District: 3 | Region: North | Location Code: 3550

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.

	2023-2024						2024-2025						2025-2026					
	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	10	5.7%	15,302	6.5%	211,186	10.6%	3	1.9%	13,052	5.9%	198,853	10.4%	3	2.0%	10,142	4.9%	174,300	9.5%
At-Risk 4-5 Years	8	4.5%	15,717	6.7%	136,188	6.8%	6	3.7%	11,406	5.2%	115,009	6.0%	7	4.6%	11,109	5.4%	113,143	6.2%
EL 0-3 Years	68	38.6%	60,574	25.7%	519,651	26.0%	48	29.6%	57,726	26.1%	516,862	26.9%	49	32.5%	48,131	23.5%	467,800	25.6%
EL 4+ Years & Not At-Risk or LTEL	13	7.4%	14,725	6.2%	207,768	10.4%	4	2.5%	13,775	6.2%	178,306	9.3%	8	5.3%	11,946	5.8%	170,621	9.3%
EL Total	99	56.3%	106,318	45.0%	1,074,793	53.8%	61	37.7%	95,959	43.3%	1,009,030	52.6%	67	44.4%	81,328	39.7%	925,864	50.7%
RFEP	77	43.8%	129,789	55.0%	924,422	46.2%	101	62.3%	125,465	56.7%	909,298	47.4%	84	55.6%	123,618	60.3%	900,560	49.3%
Total Ever EL	176	100.0%	236,107	100.0%	1,999,215	100.0%	162	100.0%	221,424	100.0%	1,918,328	100.0%	151	100.0%	204,946	100.0%	1,826,424	100.0%

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

Multicultural Learning Center

Board District: 3 | Region: North | Location Code: 3550

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						2025-2026					
	School			Los Angeles Unified			School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	500			529,902			496			516,685			479			497,105		
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**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	69	100.0%	13.8%	78,319	100.0%	14.8%	73	100.0%	14.7%	80,505	100.0%	15.6%	78	100.0%	16.3%	81,470	100.0%	16.4%
High Incidence	59	85.5%	11.8%	52,153	66.6%	9.8%	63	86.3%	12.7%	52,412	65.1%	10.1%	67	85.9%	14.0%	51,757	63.5%	10.4%
Low Incidence	10	14.5%	2.0%	26,162	33.4%	4.9%	10	13.7%	2.0%	28,084	34.9%	5.4%	11	14.1%	2.3%	29,702	36.5%	6.0%
Autism	7	10.1%	1.4%	18,713	23.9%	3.5%	8	11.0%	1.6%	20,802	25.8%	4.0%	9	11.5%	1.9%	22,739	27.9%	4.6%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%	0	0.0%	0.0%	10	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%	0	0.0%	0.0%	172	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%	0	0.0%	0.0%	964	1.2%	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%	0	0.0%	0.0%	1	0.0%	0.0%
Hard of Hearing	2	2.9%	0.4%	971	1.2%	0.2%	1	1.4%	0.2%	931	1.2%	0.2%	1	1.3%	0.2%	903	1.1%	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%	0	0.0%	0.0%	3,259	4.0%	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%	0	0.0%	0.0%	1,043	1.3%	0.2%
Other Health Impairment	11	15.9%	2.2%	10,930	14.0%	2.1%	8	11.0%	1.6%	11,596	14.4%	2.2%	8	10.3%	1.7%	12,092	14.8%	2.4%
Orthopedic Impairment	1	1.4%	0.2%	533	0.7%	0.1%	1	1.4%	0.2%	434	0.5%	0.1%	1	1.3%	0.2%	405	0.5%	0.1%
Specific Learning Disability	18	26.1%	3.6%	29,615	37.8%	5.6%	18	24.7%	3.6%	29,368	36.5%	5.7%	20	25.6%	4.2%	28,727	35.3%	5.8%
Speech or Language Impairment	30	43.5%	6.0%	11,608	14.8%	2.2%	37	50.7%	7.5%	11,448	14.2%	2.2%	39	50.0%	8.1%	10,938	13.4%	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%	0	0.0%	0.0%	59	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%	0	0.0%	0.0%	158	0.2%	0.0%

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

Attachment C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
MULTICULTURAL LEARNING CENTER
BOARD OF EDUCATION REPORT 096 – 26/27
OCTOBER 13, 2026

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2027 until June 30, 2032 to serve up to 533 students in grades TK-8 in each year of the charter term.

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

III. Proposed Change:
The approval of this charter petition would renew the charter of Multicultural Learning Center for five (5) years beginning July 1, 2027 until June 30, 2032.

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

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

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

PREPARED BY:

HELENA YOON-FONTAMILLAS, ED.D.
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

Board of Education Report

File #: Rep-105-26/27, **Version:** 1 **Agenda Date:** 10/13/2026
In Control: Charter Schools Division

Approval of the Renewal Petition for Village Charter Academy [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Village Charter Academy) Recommends approval of the renewal petition for Village Charter Academy, a High performing, Start-Up Independent charter school, located in Board District 3 and Region North, for six (6) years, beginning July 1, 2027, until June 30, 2033, to serve up to 350 students in grades TK-5 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Village Charter Academy ("Charter School"), a Start-Up Independent charter school, located in Board District 3 and Region North, for a term of six (6) years, beginning July 1, 2027 until June 30, 2033, to serve up to 350 students in grades TK-5 in each year of the charter term. The school is requesting to increase its current enrollment capacity from 325 students to 350 students to accommodate increased interest in enrollment. The District is recommending approval of an increase of enrollment capacity from 325 students to 350 students based on the assessment of Charter School's record of performance. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
Village Charter Academy is a TK-5 school currently serving 310 students on a private facility at 7357 Jordan Avenue, Canoga Park, CA 91303 in Board District 3 and Region North. Village Charter Academy was originally approved by the LAUSD Board of Education on December 17, 2013. On September 25, 2018, the charter school was renewed for a five-year term to serve 325 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 Village Charter Academy expires June 30, 2027.

On July 16, 2026, Village Charter Academy submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through October 14, 2026.

An initial Public Hearing was held on August 25, 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 Village Charter Academy governing board members complete questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. Additionally, resumes and due diligence forms are requested from Village Charter Academy's Lead Petitioner; Executive Director/Chief Executive Officer or equivalent; Principal or equivalent; Financial manager or equivalent; and Chief Financial Officer or equivalent, as applicable. A confidential due diligence review of the charter school, the governing organization, and school's leaders, may be conducted by the Office of the Inspector General (OIG) as appropriate, and to the extent the OIG identifies any material concerns, 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 14 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, applicable policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms set forth in Charter School's renewal petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the renewal petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2027.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal 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 renewal 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. 105, 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's 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 chosen to remain with a non-LAUSD Special Education Local Planning Area (SELPA) of which it is currently a participating member. Should Charter School subsequently elect to be part of the LAUSD SELPA, any Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the Charter School and the District. The Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:
As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate

gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

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

Attachments:
Signature Page
Attachment A- Staff Assessment and Recommendation Report
Attachment B- Village Charter Academy Data Set
Attachment C- Desegregation Impact Statement

Budget, Petition, CORE Data (if applicable), and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1kPkIUibHNGkBakzoHh-7Lsy_zNkfbGiK?usp=sharing>

Submitted:
9/17/26

RESPECTFULLY SUBMITTED,

ANDRÉS E. CHAIT
Superintendent of Schools

APPROVED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

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

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 105-26/27
October 13, 2026

School Name:	**Village Charter Academy**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 14, 2026**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Village Charter Academy**		
Location Code:	**2283**		
Type of Site(s):	**Private**		
Site Address(es):	**7357 Jordan Ave. Canoga Park, CA, 91303**		
Board District(s):	**3**	Region(s):	**North**
Grade Levels Served:	**TK-5**	Current Enrollment:	**310**
Grade Levels Authorized in Current Charter:	**TK-5**	Approved Enrollment in Current Charter:	**325 (see proposed change in "Action Proposed" below)**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2026 CLASSIFICATION)	**High Performing**		
STAFF RECOMMENDATION:	**Approval for a six (6)-year term (2027-2033)**		
PROPOSED BENCHMARKS:	**None**		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Village Charter Academy ("Charter School"), located in Board District 3 and Region North, for a term of six (6) years, beginning July 1, 2027, until June 30, 2033, to serve up to 350 students in grades TK-5 in each year of the charter term. The school is requesting to increase its current enrollment capacity from 325 students to 350 students to accommodate increased interest in enrollment. The District is recommending approval of an increase of the enrollment capacity from 325 students to 350 students based on an assessment of Charter School's record of performance.

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

- Consideration of qualifying as High Performing under renewal criteria 1 or High Performing for the most recent two years;
- Ratings on the Annual Performance-Based Oversight Visit Report in the areas of Governance; Student Achievement and Educational Performance; Organizational Management, Programs and Operations; and Fiscal Operations for the previous two years, and no significant unresolved issues, including, but not limited to, Notices to Cure;
- Additional academic considerations, including benchmarks;
- Equity and access for families and pupils; and
- School culture and climate

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

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 14 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

	Village Charter Academy
Initial Authorization:	On December 17, 2013, Village Charter Academy was authorized by the LAUSD Board of Education to serve 450 students in grades K-5.
Most Recent Renewal:	The charter was renewed on September 25, 2018 for a five-year term (July 1, 2019 - June 30, 2024) to serve up to 325 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 Village Charter Academy expires June 30, 2027.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Village Charter Academy submitted its renewal petition application on July 16, 2026. The 90-day statutory timeline for Board action on the petition runs through October 14, 2026.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Village Charter Academy implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Village Charter Academy participates in LACOE Special Education Local Plan Area (SELPA).

B. Charter School Operator

Village Charter Academy is operated by Village Charter Academy, a California nonprofit public benefit corporation.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Village Charter Academy has been identified by the state as a High performing charter school under the high performing renewal criteria. (Ed. Code, § 47607(c)(2)(A) or (B).) The chartering authority shall not deny renewal for a charter school pursuant to Education Code section 47607(c) that has met the High performing renewal criteria. (Ed. Code, § 47607(c)(2)(A).) The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard.

Please see the Village Charter Academy data set.

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.

Village Charter Academy Dashboard Indicators

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
Dashboard 2023	Yellow	Green	Not Applicable	Orange	Not Applicable	Red	Not Applicable	Blue
Dashboard 2024	Yellow	Green	No Performance Color	Green	Not Applicable	Yellow	Not Applicable	Green
Dashboard 2025	Blue	Green	Green	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)

The charter school received the High performing categorization due to performance levels schoolwide, and for a majority of student groups, that are the same or higher than the state average on applicable academic indicators for the last two years. In 2024 and 2025, the English Language Arts (ELA), Math, English Learner Progress Indicator (ELPI), and Science Indicators were all higher than the state average for all of the charter school's student groups.

c. Dashboard Local Indicators

Staff also considered the Local Indicators (e.g., Basic: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; Access to a Broad Course of Study) which have all been reported as "Met" in 2023, 2024, and 2025.

d. 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 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 Village Charter Academy's outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

VI. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Village Charter Academy's ending net assets are positive and have been upward trending since the 2021-2022 fiscal year.

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Ending Net Assets	$1,958,102	$2,453,199	$3,045,381	$3,197,393	$3,304,683
Net Income/Loss	$438,620	$495,097	$592,182	$152,012	$107,290
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment [A]	274	294	304	308	310

[A] Village Charter Academy proposes to increase its enrollment capacity to 350 for its renewal charter term. See Section **I. ACTION PROPOSED** above. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

b. 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
Not applicable

Village Charter Academy

Board District: 3 | Region: North | Location Code: 2283

CA School Dashboard: Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	129	-1.8	-2.1	Maintained	Yellow	-13.6	Higher	100%	134	-0.4	1.4	Maintained	Yellow	-13.2	Higher	100%	136	26.7	27.1	Increased Significantly	Blue	-8.1	Higher
African American/Black	100%	9	*	*	*	*	-59.6	*	100%	15	27.2	--	--	--	-58.9	--	100%	12	53.8	26.6	Increased Significantly	--	-51.3	--
English Learner	100%	63	-13.4	8.2	Increased	Yellow	-67.7	Higher	100%	64	-22.0	-8.6	Declined	Orange	-67.6	Higher	100%	66	12.3	34.3	Increased Significantly	Blue	-59.9	Higher
Latino	100%	115	-6.7	-2.9	Maintained	Orange	-40.2	Higher	100%	111	-2.5	4.2	Increased	Green	-39.3	Higher	100%	117	20.9	23.4	Increased Significantly	Blue	-33.7	Higher
Socioeconomically Disadvantaged	100%	109	-2.3	2.1	Maintained	Yellow	-42.6	Higher	100%	116	-7.4	-5.0	Declined	Orange	-40.9	Higher	100%	116	24.8	32.1	Increased Significantly	Blue	-35.3	Higher
Students with Disabilities	100%	33	-36.6	6.9	Increased	Yellow	-96.3	Higher	100%	37	-67.2	-30.6	Declined Significantly	Orange	-95.6	Higher	100%	30	-61.4	5.8	Increased	Yellow	-89.4	Higher

Data Sources: California School Dashboard Research data files.

Village Charter Academy

Board District: 3 | Region: North | Location Code: 2283

CA School Dashboard: Academic Performance - Math

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

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	129	-24.2	3.9	Increased	Green	-49.1	Higher	100%	134	-7.4	16.9	Increased Significantly	Green	-47.6	Higher	100%	136	6.0	13.4	Increased	Green	-42.4	Higher
African American/Black	100%	9	*	*	*	*	-104.5	*	100%	15	-6.1	--	--	--	-102.2	--	100%	12	22.9	29.0	Increased Significantly	--	-95.8	--
English Learner	100%	63	-35.0	-5.3	Declined	Orange	-93.4	Higher	100%	64	-23.8	11.2	Increased	Green	-93.4	Higher	100%	66	-0.4	23.4	Increased Significantly	Green	-86.1	Higher
Latino	100%	115	-27.8	1.5	Maintained	Orange	-80.8	Higher	100%	111	-9.3	18.5	Increased Significantly	Green	-79.2	Higher	100%	117	1.1	10.4	Increased	Green	-73.6	Higher
Socioeconomically Disadvantaged	100%	109	-22.5	8.1	Increased	Green	-80.8	Higher	100%	116	-13.0	9.5	Increased	Green	-78.2	Higher	100%	116	4.1	17.1	Increased Significantly	Blue	-72.9	Higher
Students with Disabilities	100%	33	-64.9	-7.8	Declined	Orange	-127.3	Higher	100%	37	-52.6	12.3	Increased	Yellow	-124.3	Higher	100%	30	-59.5	-6.9	Declined	Orange	-120.7	Higher

Data Sources: California School Dashboard Research data files.

Village Charter Academy

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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														
	Dashboard 2024						Dashboard 2025							
Student Group	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%	47	52.5	--	51.2	Higher	100%	41	57.0	4.4	Increased	Green	52.6	Higher
English Learner	100%	25	46.3	--	39.0	--	100%	20	54.6	8.3	Increased Significantly	--	41.1	--
Latino	100%	41	51.8	--	45.4	Higher	100%	37	56.8	5.0	Increased Significantly	Blue	47.1	Higher
Socioeconomically Disadvantaged	100%	42	50.4	--	45.6	Higher	100%	35	57.7	7.3	Increased Significantly	Blue	47.1	Higher
Students with Disabilities	100%	12	46.3	--	36.7	--	100%	13	42.5	-3.9	Declined	--	38.3	--

Data Sources: California School Dashboard Research data files.

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CA School Dashboard: English Learner Progress Indicator (ELPI)

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

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

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	70	48.6%	-10.5	Declined Significantly	Orange	48.7%	Lower	66	53.0%	4.5	Increased	Green	45.7%	Higher	56	57.1%	4.1	Increased	Green	46.4%	Higher

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	48.6%	0%	31.4%	20.0%	45.7%	2.3%	32.2%	18.3%
2024	EL	53.0%	0%	30.3%	16.7%	43.2%	1.9%	34.4%	19.1%
2025	EL	57.1%	0%	26.8%	16.1%	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.

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CA School Dashboard: Chronic Absenteeism

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

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

Chronic Absenteeism - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	309	29.1%	0.2	Maintained	Red	24.3%	Higher	309	20.4%	-8.7	Declined Significantly	Yellow	18.6%	Higher	311	10.9%	-9.5	Declined Significantly	Yellow	17.1%	Lower
African American/Black	24	29.2%	6.4	Increased	--	36.4%	--	23	13.0%	-16.1	Declined	--	31.3%	--	18	11.1%	-1.9	Declined	--	29.8%	--
English Learner	123	27.6%	-8.6	Declined	Orange	26.3%	Higher	114	18.4%	-9.2	Declined	Yellow	20.1%	Lower	92	7.6%	-10.8	Declined	Green	18.1%	Lower
Latino	268	29.5%	-0.8	Declined	Orange	28.4%	Higher	262	20.6%	-8.9	Declined Significantly	Yellow	21.7%	Lower	266	10.5%	-10.1	Declined Significantly	Yellow	20.1%	Lower
Socioeconomically Disadvantaged	256	29.7%	0.4	Maintained	Red	29.9%	Lower	262	21.0%	-8.7	Declined Significantly	Yellow	23.4%	Lower	255	12.5%	-8.4	Declined Significantly	Yellow	21.7%	Lower
Students with Disabilities	62	27.4%	-6.5	Declined	Orange	33.1%	Lower	66	19.7%	-7.7	Declined	Yellow	26.3%	Lower	74	10.8%	-8.9	Declined	Yellow	24.9%	Lower
Two or More	6	*	*	*	*	21.6%	*	9	*	*	*	*	16.2%	*	11	9.1%	--	--	--	14.9%	--

Data Sources: California School Dashboard Research data files.

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CA School Dashboard: Suspension Rate Indicator

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

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

Suspension Rate Indicator - CA School Dashboard Indicator																							
	Dashboard 2023							Dashboard 2024							Dashboard 2025								
Student Group	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	315	0.0%	0.0	Maintained	Blue	3.5%	Lower	314	0.3%	0.3	Increased	Green	3.2%	Lower	317	0.0%	-0.3	Declined	Blue	2.9%	Lower		
African American/Black	26	0.0%	0.0	Maintained	--	8.8%	--	24	0.0%	0.0	Maintained	--	8.4%	--	18	0.0%	0.0	Maintained	--	7.7%	--		
English Learner	124	0.0%	0.0	Maintained	Blue	3.7%	Lower	116	0.0%	0.0	Maintained	Blue	3.4%	Lower	94	0.0%	0.0	Maintained	Blue	3.2%	Lower		
Homeless Youth	11	0.0%	--	--	--	6.5%	--	8	*	*	*	*	5.7%	*	8	*	*	*	*	5.1%	*		
Latino	270	0.0%	0.0	Maintained	Blue	3.8%	Lower	265	0.4%	0.4	Increased	Green	3.4%	Lower	271	0.0%	-0.4	Declined	Blue	3.0%	Lower		
Socioeconomically Disadvantaged	261	0.0%	0.0	Maintained	Blue	4.5%	Lower	265	0.0%	0.0	Maintained	Blue	4.0%	Lower	259	0.0%	0.0	Maintained	Blue	3.6%	Lower		
Students with Disabilities	63	0.0%	0.0	Maintained	Blue	5.9%	Lower	66	1.5%	1.5	Increased	Orange	5.4%	Lower	75	0.0%	-1.5	Declined	Blue	5.0%	Lower		
Two or More	7	*	*	*	*	3.3%	*	9	*	*	*	*	3.0%	*	12	0.0%	--	--	--	2.8%	--		

Data Sources: California School Dashboard Research data files.

Village Charter Academy

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Local Indicators Report

Local Indicators - CA School Dashboard Indicator			
Priority	**2023 Dashboard**	**2024 Dashboard**	**2025 Dashboard**
Basic Services and Conditions (Priority 1)	Standard Met	Standard Met	Standard Met
Implementation of State Academic Standards (Priority 2)	Standard Met	Standard Met	Standard Met
Parent and Family Engagement (Priority 3)	Standard Met	Standard Met	Standard Met
School Climate (Priority 6)	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study (Priority 7)	Standard Met	Standard Met	Standard Met

Data Sources: California School Dashboard Local Indicators Research data files.

Village Charter Academy

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Enrollment Report

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

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

Enrollment by Ethnicity and Student Group									
	2023-2024			2024-2025			2025-2026		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	305	529,902	5,837,690	307	516,685	5,806,221	309	497,105	5,731,260
F/R Meal	83.3%	80.6%	61.6%	77.2%	81.9%	62.7%	78.0%	82.2%	62.4%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A	1.9%	14.1%	N/A
English Learner	36.4%	20.1%	18.4%	28.7%	18.6%	17.4%	25.2%	16.4%	16.2%
Foster Youth	2.3%	0.6%	0.5%	2.3%	0.5%	0.5%	1.3%	0.5%	0.5%
Homeless Youth	2.6%	2.1%	3.6%	2.6%	2.7%	4.0%	1.9%	2.4%	3.8%
Socioeconomically Disadvantaged	85.2%	81.3%	62.7%	80.1%	82.4%	63.6%	80.9%	82.7%	63.1%
Students w/ Disabilities	17.7%	14.8%	13.7%	18.2%	15.6%	14.2%	18.8%	16.4%	14.8%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%	0.0%	0.3%	0.8%
African American/Black	7.5%	7.3%	4.9%	5.5%	7.1%	4.9%	5.8%	7.2%	4.8%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%	0.3%	0.1%	0.4%
Asian	2.0%	3.4%	9.9%	2.3%	3.3%	10.1%	1.6%	3.3%	10.3%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%	0.3%	1.7%	2.2%
Latino	84.9%	73.8%	56.1%	85.7%	73.6%	56.1%	84.1%	72.9%	56.0%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%	0.0%	0.1%	0.4%
White	3.0%	9.8%	20.3%	2.6%	9.7%	20.0%	2.9%	9.7%	19.7%
Two or More Races	1.3%	2.0%	4.6%	2.0%	2.1%	4.8%	2.6%	2.2%	4.9%
Not Reported	1.3%	1.8%	1.1%	2.0%	2.2%	1.2%	2.3%	2.7%	1.3%

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

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

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

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

	2023-2024						2024-2025						2025-2026					
	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%	15,302	6.5%	211,186	10.6%	0	0.0%	13,052	5.9%	198,853	10.4%	0	0.0%	10,142	4.9%	174,300	9.5%
At-Risk 4-5 Years	15	9.6%	15,717	6.7%	136,188	6.8%	9	6.3%	11,406	5.2%	115,009	6.0%	10	7.2%	11,109	5.4%	113,143	6.2%
EL 0-3 Years	78	50.0%	60,574	25.7%	519,651	26.0%	67	47.2%	57,726	26.1%	516,862	26.9%	62	44.6%	48,131	23.5%	467,800	25.6%
EL 4+ Years & Not At-Risk or LTEL	18	11.5%	14,725	6.2%	207,768	10.4%	12	8.5%	13,775	6.2%	178,306	9.3%	6	4.3%	11,946	5.8%	170,621	9.3%
EL Total	111	71.2%	106,318	45.0%	1,074,793	53.8%	88	62.0%	95,959	43.3%	1,009,030	52.6%	78	56.1%	81,328	39.7%	925,864	50.7%
RFEP	45	28.8%	129,789	55.0%	924,422	46.2%	54	38.0%	125,465	56.7%	909,298	47.4%	61	43.9%	123,618	60.3%	900,560	49.3%
Total Ever EL	156	100.0%	236,107	100.0%	1,999,215	100.0%	142	100.0%	221,424	100.0%	1,918,328	100.0%	139	100.0%	204,946	100.0%	1,826,424	100.0%

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

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Board District: 3 | Region: North | Location Code: 2283

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						2025-2026					
	School			Los Angeles Unified			School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	305			529,902			307			516,685			309			497,105		
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**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	51	100.0%	16.7%	78,319	100.0%	14.8%	56	100.0%	18.2%	80,505	100.0%	15.6%	59	100.0%	19.1%	81,470	100.0%	16.4%
High Incidence	38	74.5%	12.5%	52,153	66.6%	9.8%	41	73.2%	13.4%	52,412	65.1%	10.1%	42	71.2%	13.6%	51,757	63.5%	10.4%
Low Incidence	13	25.5%	4.3%	26,162	33.4%	4.9%	15	26.8%	4.9%	28,084	34.9%	5.4%	17	28.8%	5.5%	29,702	36.5%	6.0%
Autism	13	25.5%	4.3%	18,713	23.9%	3.5%	15	26.8%	4.9%	20,802	25.8%	4.0%	16	27.1%	5.2%	22,739	27.9%	4.6%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%	0	0.0%	0.0%	10	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%	0	0.0%	0.0%	172	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%	1	1.7%	0.3%	964	1.2%	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%	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%	0	0.0%	0.0%	903	1.1%	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%	0	0.0%	0.0%	3,259	4.0%	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%	0	0.0%	0.0%	1,043	1.3%	0.2%
Other Health Impairment	7	13.7%	2.3%	10,930	14.0%	2.1%	5	8.9%	1.6%	11,596	14.4%	2.2%	5	8.5%	1.6%	12,092	14.8%	2.4%
Orthopedic Impairment	0	0.0%	0.0%	533	0.7%	0.1%	0	0.0%	0.0%	434	0.5%	0.1%	0	0.0%	0.0%	405	0.5%	0.1%
Specific Learning Disability	21	41.2%	6.9%	29,615	37.8%	5.6%	19	33.9%	6.2%	29,368	36.5%	5.7%	18	30.5%	5.8%	28,727	35.3%	5.8%
Speech or Language Impairment	10	19.6%	3.3%	11,608	14.8%	2.2%	17	30.4%	5.5%	11,448	14.2%	2.2%	19	32.2%	6.1%	10,938	13.4%	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%	0	0.0%	0.0%	59	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%	0	0.0%	0.0%	158	0.2%	0.0%

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

Attachment C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
Village Charter Academy
BOARD OF EDUCATION REPORT 105 – 26/27
October 13, 2026

I. Category of Proposed Action:
The proposed action would renew the charter for six (6) years, beginning July 1, 2027 until June 30, 2033 to serve up to 350 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 Village Charter Academy for six (6) years beginning July 1, 2027 until June 30, 2033.

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. Student Integration Services provided feedback for the charter petition to ensure compliance.

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

PREPARED BY:

Fabiola Garcia De Alba
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

File #: Rep-084-26/27, **Version:** 1 **Agenda Date:** 10/13/2026
In Control: Charter Schools Division

Approval of the Renewal Petition for CHIME Institute's Schwarzenegger Community [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for CHIME Institute's Schwarzenegger Community) Recommends approval of the renewal petition for CHIME Institute's Schwarzenegger Community, a Middle performing, Start-Up Independent charter school, located in Board District 4 and Region North, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 772 students in grades TK-8 in each year of the charter term.

Action Proposed:
Approve the renewal petition for CHIME Institute's Schwarzenegger Community ("Charter School"), a Start-Up Independent charter school, located in Board District 4 and Region North, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 772 students in grades TK-8 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
CHIME Institute's Schwarzenegger Community is a TK-8 span school currently serving 772 students on a District site through a lease agreement at 19722 Collier Street, Woodland Hills, CA, 91364 in Board District 4 and Region North. CHIME Institute's Schwarzenegger Community was originally approved by the LAUSD Board of Education on July 24, 2001. On December 8, 2020, the charter school was renewed for a five-year term to serve 772 students in grades TK-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for CHIME Institute's Schwarzenegger Community expires June 30, 2027.

On July 16, 2026, CHIME Institute's Schwarzenegger Community submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through October 14, 2026.

An initial Public Hearing was held on August 25, 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 CHIME Institute's Schwarzenegger Community governing board members complete questionnaires so

the District may assess whether any conflicts of interest arise based on the information provided. Additionally, resumes and due diligence forms are requested from CHIME Institute's Schwarzenegger Community's Lead Petitioner; Executive Director/Chief Executive Officer or equivalent; Principal or equivalent; Financial manager or equivalent; and Chief Financial Officer or equivalent, as applicable. A confidential due diligence review of the charter school, the governing organization, and school's leaders, may be conducted by the Office of the Inspector General (OIG) as appropriate, and to the extent the OIG identifies any material concerns, 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 14 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, applicable policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms set forth in Charter School's renewal petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the renewal petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2027.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal 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 renewal petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 084, 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's renewal petition.

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

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

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

the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

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

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

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

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

Attachments:
Signature Page
Attachment A- Staff Assessment and Recommendation Report
Attachment B- CHIME Institute's Schwarzenegger Community Data Set
Attachment C- Desegregation Impact Statement

Budget, Petition, CORE Data (if applicable), and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1cTMJroB0Ls4QkWv2jtB-85H59_tl055l?usp=sharing>

Submitted:
09/17/26

RESPECTFULLY SUBMITTED,

ANDRÉS E. CHAIT
Superintendent of Schools

APPROVED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

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

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

Attachment A

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 084-26/27
October 13, 2026

School Name:	**CHIME Institute's Schwarzenegger Community**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 14, 2026**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**CHIME Institute**		
Location Code:	**2020**		
Type of Site(s):	**District-Lease Agreement**		
Site Address(es):	**19722 Collier St., Woodland Hills, CA, 91364 (Collier Elementary Campus)**		
Board District(s):	**4**	Region(s):	**North**
Grade Levels Served:	**TK-8**	Current Enrollment:	**729**
Grade Levels Authorized in Current Charter:	**TK-8**	Approved Enrollment in Current Charter:	**772**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2026 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval for a five (5)-year term (2027-2032)**		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for CHIME Institute's Schwarzenegger Community ("CHIME" or "Charter School"), located in Board District 4 and Region North, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 772 students in grades TK-8 in each year of the charter term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools

Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 14 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

	CHIME Institute's Schwarzenegger Community
Initial Authorization:	On July 24, 2001, CHIME Institute's Schwarzenegger Community was authorized by the LAUSD Board of Education to serve 150 students in grades K-5.
Most Recent Renewal:	The charter was renewed on December 8, 2020, for a five-year term (July 1, 2021 - June 30, 2026) to serve up to 772 students in grades TK-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for

	CHIME Institute's Schwarzenegger Community
Most Recent Renewal (Cont.):	CHIME Institute's Schwarzenegger Community expires June 30, 2027.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	On December 8, 2020, as part of the school's most recent renewal, the LAUSD Board of Education issued the following fiscal benchmarks to CHIME Institute's Schwarzenegger Community: 1. While maintaining a balanced budget, beginning in Fiscal Year 2021-2022, the school will make appropriate annual contributions to fund its unfunded Cash Balance Defined Benefit Retirement Plan obligations in accordance to the school's actuarial funding analysis. The annual contribution amounts may change based on the actuarial analyses and CHIME's governing board resolutions. 2. No less than annually, the school's actuary will complete a re-measurement of the pension plan liabilities [pursuant to Accounting Standards Codification (ASC) 715], which shall consider changes in assumptions, plan provisions, and census data, to the extent that failing to account for such changes would materially impact the results. 3. Beginning on December 15, 2022, and continuing through December 15, 2026, the Charter School must provide annual updates (by December 15 of each year) to the Charter Schools Division regarding the school's progress in improving its fiscal condition and successfully executing the five-year budget referenced in the fiscal benchmark above. Please see the "Additional Information" section below.
Submission of Renewal Petition Application:	CHIME Institute's Schwarzenegger Community submitted its renewal petition application on July 16, 2026. The 90-day statutory timeline for Board action on the petition runs through October 14, 2026.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	CHIME Institute's Schwarzenegger Community implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	CHIME Institute's Schwarzenegger Community participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

CHIME Institute's Schwarzenegger Community is operated by CHIME Institute, a California nonprofit public benefit corporation.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

A. Summary

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

Overall, Charter School's Dashboard performance was higher than the state in English Language Arts (ELA), Math, and Science, but lower in English Learner Progress Indicator (ELPI). The charter school did not submit verified data. The recommendation of approval is based on a holistic review of the charter school, including performing higher than the state for the majority of applicable academic indicators.

Please see the CHIME Institute's Schwarzenegger Community data set.

a. 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.

CHIME Institute's Schwarzenegger Community Dashboard Indicators

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
Dashboard 2023	Green	Green	Not Applicable	Red	Not Applicable	Red	Not Applicable	Green
Dashboard 2024	Green	Yellow	No Performance Color	Orange	Not Applicable	Yellow	Not Applicable	Green
Dashboard 2025	Yellow	Yellow	Green	Blue	Not Applicable	Yellow	Not Applicable	Green

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

b. English Language Arts Indicator

In 2023 and 2024 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was higher than the state for All Students, and for four of five numerically significant student groups. In 2025 in ELA, the charter school's DFS was higher than the state for All Students, and higher than the state for five of six numerically significant student groups.

CHIME Institute's Schwarzenegger Community - English Language Arts Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**98%**	**425**	**13.7**	**-13.6**	**Higher**
Latino	99%	90	2.1	-40.2	Higher
White	98%	282	15.1	20.8	Lower
English Learner	100%	57	-40.8	-67.7	Higher
Socioeconomically Disadvantaged	97%	108	-20.1	-42.6	Higher
Students with Disabilities	95%	86	-39.1	-96.3	Higher

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

CHIME Institute's Schwarzenegger Community - English Language Arts Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**98%**	**450**	**13.0**	**-13.2**	**Higher**
Latino	98%	102	-3.5	-39.3	Higher
White	98%	290	18.0	19.2	Lower
English Learner	98%	62	-42.0	-67.6	Higher
Socioeconomically Disadvantaged	97%	115	-28.9	-40.9	Higher
Students with Disabilities	90%	95	-60.3	-95.6	Higher

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

CHIME Institute's Schwarzenegger Community - English Language Arts Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**432**	**8.1**	**-8.1**	**Higher**
Latino	99%	88	-1.9	-33.7	Higher
Two or More Races	100%	30	32.7	29.4	Higher
White	99%	284	10.9	23.8	Lower
English Learner	98%	52	-35.3	-59.9	Higher
Socioeconomically Disadvantaged	99%	98	-27.4	-35.3	Higher
Students with Disabilities	95%	96	-49.0	-89.4	Higher

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

c. Math Indicator

In 2023 and 2024 in Math, the charter school's DFS was higher than the state for All Students, and higher than the state for all numerically significant student groups. In 2025 in Math, the charter school's DFS was lower than the state for All Students, and higher than the state for five of six numerically significant student groups.

CHIME Institute's Schwarzenegger Community - Mathematics Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**98%**	**426**	**-11.7**	**-49.1**	**Higher**
Latino	99%	90	-26.1	-80.8	Higher
White	98%	282	-7.1	-11.1	Higher
English Learner	100%	57	-40.3	-93.4	Higher
Socioeconomically Disadvantaged	96%	107	-36.7	-80.8	Higher
Students with Disabilities	95%	86	-76.1	-127.3	Higher

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

CHIME Institute's Schwarzenegger Community - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**97%**	**447**	**-9.5**	**-47.6**	**Higher**
Latino	97%	100	-26.3	-79.2	Higher
White	98%	289	-3.3	-10.3	Higher
English Learner	98%	62	-49.7	-93.4	Higher
Socioeconomically Disadvantaged	97%	114	-45.8	-78.2	Higher
Students with Disabilities	89%	94	-98.4	-124.3	Higher

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

CHIME Institute's Schwarzenegger Community - Mathematics Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**98%**	**427**	**-13.8**	**-42.4**	**Higher**
Latino	98%	87	-26.9	-73.6	Higher
Two or More Races	100%	30	25.0	-0.7	Higher
White	98%	281	-11.0	-6.2	Lower
English Learner	94%	52	-54.9	-86.1	Higher

CHIME Institute's Schwarzenegger Community - Mathematics Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
Socioeconomically Disadvantaged	97%	96	-54.3	-72.9	Higher
Students with Disabilities	92%	96	-82.8	-120.7	Higher

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

d. Science Indicator

In 2024 in Science, the charter school's Science Points (SPs) were higher than the state for All Students, and higher than the state for two of four numerically significant student groups. In 2025 in Science, the charter school's SPs were higher than the state for All Students, and higher than the state for two of three numerically significant student groups.

CHIME Institute's Schwarzenegger Community - Science Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**97%**	**144**	**58.3**	**51.2**	**Higher**
Latino	100%	38	54.1	45.4	Higher
White	96%	90	58.8	58.8	Same
Socioeconomically Disadvantaged	94%	35	43.7	45.6	Lower
Students with Disabilities	88%	31	41.7	36.7	Higher

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

CHIME Institute's Schwarzenegger Community - Science Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**99%**	**132**	**56.8**	**52.6**	**Higher**
White	99%	89	57.1	60.2	Lower
Socioeconomically Disadvantaged	97%	32	47.3	47.1	Higher
Students with Disabilities	94%	34	43.8	38.3	Higher

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

e. English Learner Progress Indicator

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

To continue improving student outcomes on the ELPI, the charter school leaders report partnering with an organization to provide all staff with training in strategies to accelerate

English Learner students' learning. Additionally, the charter school is providing professional development with a focus on increasing teachers' knowledge and application of designated and integrated English Learner instructional methods.

CHIME Institute's Schwarzenegger Community - English Learner Progress Indicator - 2023 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	96.5%	31	35.5%	48.7%	Lower

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

CHIME Institute's Schwarzenegger Community - English Learner Progress Indicator - 2024 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	44	36.4%	45.7%	Lower

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

CHIME Institute's Schwarzenegger Community - English Learner Progress Indicator - 2025 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	32	59.4%	46.4%	Higher

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

f. College/Career Indicator
Not applicable

g. Chronic Absenteeism Indicator
In 2023 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was lower than the state for All Students, and for four of six numerically significant student groups. In 2024, the charter schools rate of chronic absenteeism was lower than the state for All Students, and for three of six numerically significant student groups. In 2025, the charter school's rate of chronic absenteeism was lower than the state for All Students, and for all numerically significant student groups.

h. Graduation Rate Indicator [HS only]
Not applicable

i. Suspension Rate Indicator
In 2023 and 2024, the charter school's percentage of students suspended at least once was lower than the state for All Students, and for all numerically significant student groups. In 2025, the charter school's percentage of students suspended at least once was lower than the state for All Students, and for five of six numerically significant student groups.

j. Dashboard Local Indicators

Staff also considered the Local Indicators (e.g., Basic: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; Access to a Broad Course of Study) which have all been reported as "Met" in 2023, 2024, and 2025.

k. Additional Information

As noted above, CHIME has three benchmarks related to fiscal operations in its current term. The following summarizes the outcomes of each benchmark for each of the five years (2021-2022 through 2025-2026) of the current charter term.

Benchmark 1: *While maintaining a balanced budget, beginning in Fiscal Year 2021-2022, the school will make appropriate annual contributions to fund its unfunded Cash Balance Defined Benefit Retirement Plan obligations in accordance to the school's actuarial funding analysis. The annual contribution amounts may change based on the actuarial analyses and CHIME's governing board resolutions.*

Term Years	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Benchmark	Not Met	Met	Not Met	Not Met	No Update

Benchmark 1 was met in one of the four years. CHIME made annual contributions to fund its Defined Benefit Retirement Plan obligations each year. However, the school did not have a balanced budget in Fiscal Years 2021-2022, 2023-2024, and 2024-2025 primarily due to pension costs and non-cash depreciation expenses. Please see the Fiscal Management and Performance section below for additional information. The CSD is unable to evaluate Charter School's FY 2025-2026 status because the annual independent audit report for FY 2025-2026 is not due until January 31, 2027.[1]

Benchmark 2: *No less than annually, the school's actuary will complete a re-measurement of the pension plan liabilities [pursuant to Accounting Standards Codification (ASC) 715], which shall consider changes in assumptions, plan provisions, and census data, to the extent that failing to account for such changes would materially impact the results.*

Term Years	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Benchmark	Met	Met	Met	Met	Met

Benchmark 2 was met in all five years.

Benchmark 3: *Beginning on December 15, 2022, and continuing through December 15, 2026, the Charter School must provide annual updates (by December 15 of each year) to the Charter Schools Division regarding the school's progress in improving its fiscal condition and successfully executing the five-year budget referenced in the fiscal benchmark above*.

[1]Pursuant to the AB 126, enacted as part of the 2026-2027 budget trailer legislation, the annual independent audit filing deadline was extended from December 15 to January 31.

Term Years	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Benchmark	Met	Met	Met	Met	No Update

Benchmark 3 was met in all four years. The CSD is unable to evaluate Charter School's FY 2025-2026 status because the annual independent audit report for FY 2025-2026 is not due until January 31, 2027.

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 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 CHIME Institute's Schwarzenegger Community outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

VI. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition
CHIME's ending net assets are positive.

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Ending Net Assets	$4,498,909	$6,764,935	$6,571,989	$6,246,738	$5,320,838
Net Income/Loss	($470,808) [1,2]	$2,266,026 [1,3]	($192,946) [1]	($325,251) [1]	($925,900) [4]
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment	712	737	754	720	729

[1]According to CHIME, excluding non-cash depreciation expenses of $352,482, $351,687, and $352,886 for FYs 2021-2022, 2023-2024, and 2024-2025, respectively, CHIME would have reported a net loss of $118,326 for FY 2021-2022 and positive operating results for the 2023-2024 and 2024-2025 fiscal years.

[2]According to CHIME, in addition to the non-cash description expenses described above, the net loss reported for FY 2021-2022 was attributed, in part, to adjustments made to correct the understatement of Charter School's accrued pension liabilities and the overstatement of its accrued receivables.

[3] According to CHIME, the net income reported in FY 2022-2023 included approximately $2.6M in Employee Retention Credit (ERC) funds that Charter School applied for and received from the Internal Revenue Service.

[4]According to CHIME, the projected net loss of $925,900 for FY 2025-2026 is primarily due to a combination of pension expense of $382,422, depreciation expense of $327,244, unexpected Special Education, plumbing, and repair costs, as well as increased salary and benefits expenses.

Notwithstanding the net losses described above, CHIME has maintained positive ending net assets for the most current four school years and projects positive ending net assets for FY 2025-2026. As summarized in the financial table above, Charter School reported $6,246,738 in ending net assets as of June 30, 2025, based on its 2024-2025 independent audit report.

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

As noted above, CHIME met all LAUSD Board-approved fiscal benchmarks for FY 2021-2022 through 2024-2025, with the exception of Benchmark 1, which Charter School met only in FY 2022-2023, for not maintaining a balanced budget primarily due to non-cash depreciation expenses. As noted above, CHIME has maintained positive ending net assets for the most current four school years and projects positive ending net assets for FY 2025-2026.

CHIME Institute's Schwarzenegger Community

Board District: 4 | Region: North | Location Code: 2020

CA School Dashboard: Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	425	13.7	9.6	Increased	Green	-13.6	Higher	98%	450	13.0	-0.7	Maintained	Green	-13.2	Higher	99%	432	8.1	-4.9	Declined	Yellow	-8.1	Higher
African American/Black	100%	14	-30.1	37.3	Increased Significantly	--	-59.6	--	100%	16	-18.9	11.2	Increased	--	-58.9	--	95%	17	-32.4	-13.5	Declined	--	-51.3	--
Asian	88%	17	-3.0	16.5	Increased Significantly	--	61.8	--	85%	13	-33.8	-30.8	Declined Significantly	--	60.7	--	100%	9	*	*	*	*	61.9	*
English Learner	100%	57	-40.8	-3.4	Declined	Orange	-67.7	Higher	98%	62	-42.0	-1.2	Maintained	Orange	-67.6	Higher	98%	52	-35.3	6.6	Increased	Yellow	-59.9	Higher
Latino	99%	90	2.1	21.0	Increased Significantly	Green	-40.2	Higher	98%	102	-3.5	-5.5	Declined	Yellow	-39.3	Higher	99%	88	-1.9	1.5	Maintained	Yellow	-33.7	Higher
Socioeconomically Disadvantaged	97%	108	-20.1	1.9	Maintained	Orange	-42.6	Higher	97%	115	-28.9	-8.7	Declined	Orange	-40.9	Higher	99%	98	-27.4	1.4	Maintained	Orange	-35.3	Higher
Students with Disabilities	95%	86	-39.1	27.1	Increased Significantly	Yellow	-96.3	Higher	90%	95	-60.3	-21.2	Declined Significantly	Orange	-95.6	Higher	95%	96	-49.0	11.2	Increased	Yellow	-89.4	Higher
Two or More	100%	20	52.3	3.9	Increased	--	24.3	--	100%	24	28.2	-24.1	Declined Significantly	--	24.3	--	100%	30	32.7	4.5	Increased	--	29.4	Higher
White	98%	282	15.1	3.7	Increased	Green	20.8	Lower	98%	290	18.0	3.0	Increased	Green	19.2	Lower	99%	284	10.9	-7.1	Declined	Green	23.8	Lower

Data Sources: California School Dashboard Research data files.

CHIME Institute's Schwarzenegger Community

Board District: 4 | Region: North | Location Code: 2020

CA School Dashboard: Academic Performance - Math

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

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	426	-11.7	10.0	Increased	Green	-49.1	Higher	97%	447	-9.5	2.2	Maintained	Yellow	-47.6	Higher	98%	427	-13.8	-4.3	Declined	Yellow	-42.4	Higher
African American/Black	100%	14	-86.6	19.0	Increased Significantly	--	-104.5	--	100%	16	-81.6	5.0	Increased	--	-102.2	--	95%	17	-82.0	-0.4	Maintained	--	-95.8	--
Asian	94%	17	-8.2	14.5	Increased	--	50.8	--	85%	13	-39.4	-31.1	Declined Significantly	--	49.5	--	89%	9	*	*	*	*	51.9	*
English Learner	100%	57	-40.3	0.6	Maintained	Orange	-93.4	Higher	98%	62	-49.7	-9.4	Declined	Orange	-93.4	Higher	94%	52	-54.9	-5.3	Declined	Orange	-86.1	Higher
Latino	99%	90	-26.1	21.2	Increased Significantly	Yellow	-80.8	Higher	97%	100	-26.3	-0.2	Maintained	Orange	-79.2	Higher	98%	87	-26.9	-0.5	Maintained	Orange	-73.6	Higher
Socioeconomically Disadvantaged	96%	107	-36.7	11.5	Increased	Yellow	-80.8	Higher	97%	114	-45.8	-9.1	Declined	Orange	-78.2	Higher	97%	96	-54.3	-8.5	Declined	Orange	-72.9	Higher
Students with Disabilities	95%	86	-76.1	18.9	Increased Significantly	Yellow	-127.3	Higher	89%	94	-98.4	-22.3	Declined Significantly	Red	-124.3	Higher	92%	96	-82.8	15.6	Increased Significantly	Yellow	-120.7	Higher
Two or More	100%	20	15.0	25.4	Increased Significantly	--	-7.4	--	100%	24	18.2	3.2	Increased	--	-5.3	--	100%	30	25.0	6.8	Increased	--	-0.7	Higher
White	98%	282	-7.1	5.3	Increased	Green	-11.1	Higher	98%	289	-3.3	3.9	Increased	Green	-10.3	Higher	98%	281	-11.0	-7.7	Declined	Yellow	-6.2	Lower

Data Sources: California School Dashboard Research data files.

CHIME Institute's Schwarzenegger Community

Board District: 4 | Region: North | Location Code: 2020

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														
	Dashboard 2024						Dashboard 2025							
Student Group	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	97%	144	58.3	--	51.2	Higher	99%	132	56.8	-1.4	Maintained	Green	52.6	Higher
English Learner	100%	18	42.8	--	39.0	--	100%	20	48.0	5.2	Increased Significantly	--	41.1	--
Latino	100%	38	54.1	--	45.4	Higher	100%	28	56.8	2.6	Increased	--	47.1	--
Socioeconomically Disadvantaged	94%	35	43.7	--	45.6	Lower	97%	32	47.3	3.7	Increased	Green	47.1	Higher
Students with Disabilities	88%	31	41.7	--	36.7	Higher	94%	34	43.8	2.0	Increased	Yellow	38.3	Higher
White	96%	90	58.8	--	58.8	Same	99%	89	57.1	-1.7	Maintained	Green	60.2	Lower

Data Sources: California School Dashboard Research data files.

CHIME Institute's Schwarzenegger Community

Board District: 4 | Region: North | Location Code: 2020

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 30 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

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

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	31	35.5%	-12.2	Declined Significantly	Red	48.7%	Lower	44	36.4%	0.9	Maintained	Orange	45.7%	Lower	32	59.4%	23.0	Increased Significantly	Blue	46.4%	Higher

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	32.3%	3.2%	25.8%	38.7%	45.7%	2.3%	32.2%	18.3%
2024	EL	36.4%	0.0%	25.0%	38.6%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	--	--	--	--	41.6%	3.4%	28.5%	24.7%
2025	EL	59.4%	0.0%	12.5%	25.0%	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.

CHIME Institute's Schwarzenegger Community

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CA School Dashboard: Chronic Absenteeism

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

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

Chronic Absenteeism - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	743	19.1%	3.2	Increased Significantly	Red	24.3%	Lower	766	17.2%	-1.9	Declined	Yellow	18.6%	Lower	727	13.1%	-4.2	Declined Significantly	Yellow	17.1%	Lower
African American/Black	25	28.0%	6.3	Increased	--	36.4%	--	26	23.1%	-4.9	Declined	--	31.3%	--	24	16.7%	-6.4	Declined	--	29.8%	--
Asian	19	26.3%	16.3	Increased	--	10.1%	--	18	22.2%	-4.1	Declined	--	7.5%	--	17	23.5%	1.3	Increased	--	6.7%	--
English Learner	62	30.6%	13.0	Increased	Red	26.3%	Higher	73	20.5%	-10.1	Declined	Orange	20.1%	Higher	55	5.5%	-15.1	Declined	Green	18.1%	Lower
Latino	153	24.2%	2.8	Increased	Red	28.4%	Lower	169	21.3%	-2.9	Declined	Orange	21.7%	Lower	151	19.9%	-1.4	Declined	Yellow	20.1%	Lower
Socioeconomically Disadvantaged	186	33.3%	0.9	Increased	Red	29.9%	Higher	182	31.3%	-2.0	Declined	Orange	23.4%	Higher	159	17.6%	-13.7	Declined Significantly	Yellow	21.7%	Lower
Students with Disabilities	137	28.5%	10.6	Increased	Red	33.1%	Lower	153	24.2%	-4.3	Declined Significantly	Yellow	26.3%	Lower	155	16.1%	-8.1	Declined Significantly	Yellow	24.9%	Lower
Two or More	52	9.6%	4.9	Increased	Orange	21.6%	Lower	49	6.1%	-3.5	Declined	Green	16.2%	Lower	51	5.9%	-0.2	Maintained	Yellow	14.9%	Lower
White	489	17.8%	2.7	Increased	Orange	18.5%	Lower	495	16.6%	-1.2	Declined	Yellow	13.5%	Higher	474	11.2%	-5.4	Declined Significantly	Yellow	12.2%	Lower

Data Sources: California School Dashboard Research data files.

CHIME Institute's Schwarzenegger Community

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CA School Dashboard: Suspension Rate Indicator

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

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

Suspension Rate Indicator - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	751	0.9%	0.0	Maintained	Green	3.5%	Lower	768	0.8%	-0.2	Maintained	Green	3.2%	Lower	732	0.8%	0.0	Maintained	Green	2.9%	Lower
African American/Black	25	4.0%	4.0	Increased	--	8.8%	--	26	0.0%	-4.0	Declined	--	8.4%	--	25	0.0%	0.0	Maintained	--	7.7%	--
Asian	19	0.0%	0.0	Maintained	--	1.1%	--	18	0.0%	0.0	Maintained	--	1.0%	--	17	0.0%	0.0	Maintained	--	1.0%	--
English Learner	63	1.6%	1.6	Increased	Orange	3.7%	Lower	73	1.4%	-0.2	Maintained	Yellow	3.4%	Lower	55	3.6%	2.3	Increased	Orange	3.2%	Higher
Latino	155	0.0%	-1.2	Declined Significantly	Blue	3.8%	Lower	170	1.8%	1.8	Increased	Orange	3.4%	Lower	151	0.0%	-1.8	Declined Significantly	Blue	3.0%	Lower
Socioeconomically Disadvantaged	187	1.1%	0.0	Maintained	Yellow	4.5%	Lower	183	1.6%	0.6	Increased	Orange	4.0%	Lower	160	1.9%	0.2	Maintained	Yellow	3.6%	Lower
Students with Disabilities	138	2.2%	-0.2	Maintained	Yellow	5.9%	Lower	153	2.0%	-0.2	Maintained	Yellow	5.4%	Lower	155	1.9%	0.0	Maintained	Yellow	5.0%	Lower
Two or More	52	0.0%	-4.8	Declined	Blue	3.3%	Lower	49	2.0%	2.0	Increased	Orange	3.0%	Lower	51	0.0%	-2.0	Declined	Blue	2.8%	Lower
White	494	1.0%	0.4	Increased	Yellow	2.9%	Lower	496	0.2%	-0.8	Declined	Blue	2.6%	Lower	478	1.3%	1.1	Increased	Orange	2.4%	Lower

Data Sources: California School Dashboard Research data files.

CHIME Institute's Schwarzenegger Community

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Local Indicators Report

Local Indicators - CA School Dashboard Indicator			
Priority	**2023 Dashboard**	**2024 Dashboard**	**2025 Dashboard**
Basic Services and Conditions (Priority 1)	Standard Met	Standard Met	Standard Met
Implementation of State Academic Standards (Priority 2)	Standard Met	Standard Met	Standard Met
Parent and Family Engagement (Priority 3)	Standard Met	Standard Met	Standard Met
School Climate (Priority 6)	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study (Priority 7)	Standard Met	Standard Met	Standard Met

Data Sources: California School Dashboard Local Indicators Research data files.

CHIME Institute's Schwarzenegger Community

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Enrollment Report

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

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

Enrollment by Ethnicity and Student Group									
	2023-2024			2024-2025			2025-2026		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	761	529,902	5,837,690	724	516,685	5,806,221	728	497,105	5,731,260
F/R Meal	21.6%	80.6%	61.6%	18.4%	81.9%	62.7%	22.3%	82.2%	62.4%
GATE	1.2%	11.6%	N/A	6.9%	13.0%	N/A	6.3%	14.1%	N/A
English Learner	8.5%	20.1%	18.4%	7.6%	18.6%	17.4%	6.5%	16.4%	16.2%
Foster Youth	0.1%	0.6%	0.5%	0.0%	0.5%	0.5%	0.0%	0.5%	0.5%
Homeless Youth	0.0%	2.1%	3.6%	0.0%	2.7%	4.0%	0.5%	2.4%	3.8%
Socioeconomically Disadvantaged	21.7%	81.3%	62.7%	18.5%	82.4%	63.6%	22.5%	82.7%	63.1%
Students w/ Disabilities	17.3%	14.8%	13.7%	18.5%	15.6%	14.2%	18.1%	16.4%	14.8%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%	0.0%	0.3%	0.8%
African American/Black	3.4%	7.3%	4.9%	3.3%	7.1%	4.9%	3.4%	7.2%	4.8%
American Indian or Alaska Native	0.4%	0.1%	0.4%	0.4%	0.1%	0.4%	0.4%	0.1%	0.4%
Asian	2.4%	3.4%	9.9%	2.3%	3.3%	10.1%	1.9%	3.3%	10.3%
Filipino	0.8%	1.7%	2.2%	1.0%	1.6%	2.2%	0.7%	1.7%	2.2%
Latino	22.2%	73.8%	56.1%	20.9%	73.6%	56.1%	21.2%	72.9%	56.0%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%	0.0%	0.1%	0.4%
White	64.4%	9.8%	20.3%	65.1%	9.7%	20.0%	64.1%	9.7%	19.7%
Two or More Races	6.4%	2.0%	4.6%	7.0%	2.1%	4.8%	8.2%	2.2%	4.9%
Not Reported	0.0%	1.8%	1.1%	0.0%	2.2%	1.2%	0.0%	2.7%	1.3%

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

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

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Long-Term English Learners (LTEL) and "At-Risk"

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

	2023-2024						2024-2025						2025-2026					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	4	3.1%	15,302	6.5%	211,186	10.6%	1	0.9%	13,052	5.9%	198,853	10.4%	5	4.9%	10,142	4.9%	174,300	9.5%
At-Risk 4-5 Years	11	8.7%	15,717	6.7%	136,188	6.8%	2	1.9%	11,406	5.2%	115,009	6.0%	4	3.9%	11,109	5.4%	113,143	6.2%
EL 0-3 Years	41	32.3%	60,574	25.7%	519,651	26.0%	41	38.3%	57,726	26.1%	516,862	26.9%	36	35.0%	48,131	23.5%	467,800	25.6%
EL 4+ Years & Not At-Risk or LTEL	9	7.1%	14,725	6.2%	207,768	10.4%	11	10.3%	13,775	6.2%	178,306	9.3%	2	1.9%	11,946	5.8%	170,621	9.3%
EL Total	65	51.2%	106,318	45.0%	1,074,793	53.8%	55	51.4%	95,959	43.3%	1,009,030	52.6%	47	45.6%	81,328	39.7%	925,864	50.7%
RFEP	62	48.8%	129,789	55.0%	924,422	46.2%	52	48.6%	125,465	56.7%	909,298	47.4%	56	54.4%	123,618	60.3%	900,560	49.3%
Total Ever EL	127	100.0%	236,107	100.0%	1,999,215	100.0%	107	100.0%	221,424	100.0%	1,918,328	100.0%	103	100.0%	204,946	100.0%	1,826,424	100.0%

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

CHIME Institute's Schwarzenegger Community

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Students with Disabilities Report

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

Special Education Enrollment by Category																		
	2023-2024						2024-2025						2025-2026					
	School			Los Angeles Unified			School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	761			529,902			724			516,685			728			497,105		
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**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	125	100.0%	16.4%	78,319	100.0%	14.8%	134	100.0%	18.5%	80,505	100.0%	15.6%	132	100.0%	18.1%	81,470	100.0%	16.4%
High Incidence	91	72.8%	12.0%	52,153	66.6%	9.8%	93	69.4%	12.8%	52,412	65.1%	10.1%	80	60.6%	11.0%	51,757	63.5%	10.4%
Low Incidence	34	27.2%	4.5%	26,162	33.4%	4.9%	41	30.6%	5.7%	28,084	34.9%	5.4%	52	39.4%	7.1%	29,702	36.5%	6.0%
Autism	20	16.0%	2.6%	18,713	23.9%	3.5%	27	20.1%	3.7%	20,802	25.8%	4.0%	33	25.0%	4.5%	22,739	27.9%	4.6%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%	0	0.0%	0.0%	10	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%	0	0.0%	0.0%	172	0.2%	0.0%
Emotional Disturbance	0	0.0%	0.0%	1,148	1.5%	0.2%	2	1.5%	0.3%	1,082	1.3%	0.2%	4	3.0%	0.5%	964	1.2%	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%	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%	0	0.0%	0.0%	903	1.1%	0.2%
Intellectual Disability	6	4.8%	0.8%	3,393	4.3%	0.6%	4	3.0%	0.6%	3,381	4.2%	0.7%	6	4.5%	0.8%	3,259	4.0%	0.7%
Multiple Disabilities	5	4.0%	0.7%	965	1.2%	0.2%	5	3.7%	0.7%	1,035	1.3%	0.2%	5	3.8%	0.7%	1,043	1.3%	0.2%
Other Health Impairment	33	26.4%	4.3%	10,930	14.0%	2.1%	36	26.9%	5.0%	11,596	14.4%	2.2%	26	19.7%	3.6%	12,092	14.8%	2.4%
Orthopedic Impairment	3	2.4%	0.4%	533	0.7%	0.1%	3	2.2%	0.4%	434	0.5%	0.1%	4	3.0%	0.5%	405	0.5%	0.1%
Specific Learning Disability	52	41.6%	6.8%	29,615	37.8%	5.6%	49	36.6%	6.8%	29,368	36.5%	5.7%	44	33.3%	6.0%	28,727	35.3%	5.8%
Speech or Language Impairment	6	4.8%	0.8%	11,608	14.8%	2.2%	8	6.0%	1.1%	11,448	14.2%	2.2%	10	7.6%	1.4%	10,938	13.4%	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%	0	0.0%	0.0%	59	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%	0	0.0%	0.0%	158	0.2%	0.0%

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

Attachment C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
CHIME INSTITUTE'S SCHWARZENEGGER COMMUNITY
BOARD OF EDUCATION REPORT 084 – 26/27
October 13, 2026

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2027 until June 30, 2032 to serve up to 772 students in grades TK-8 in each year of the charter term.

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

III. Proposed Change:
The approval of this charter petition would renew the charter of CHIME Institute's Schwarzenegger Community for five (5) years beginning July 1, 2027 until June 30, 2032.

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

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

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

PREPARED BY:

JOSÉ SALAS
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

File #: Rep-107-26/27, **Version:** 1 **Agenda Date:** 10/13/2026
In Control: Charter Schools Division

Approval of the Renewal Petition for WISH Academy High [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for WISH Academy High) Recommends approval of the renewal petition for WISH Academy High, a Middle performing, Start-Up Independent charter school, located in Board District 4 and Region West, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 500 students in grades 9-12 in each year of the charter term.

Action Proposed:
Approve the renewal petition for WISH Academy High ("Charter School"), a Start-Up Independent charter school, located in Board District 4 and Region West, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 500 students in grades 9-12 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
WISH Academy High is a 9-12 school currently serving 286 students on a District site (Westchester Enriched Sciences Magnets) through Proposition 39 at 7400 West Manchester Avenue, Los Angeles, CA, 90045, in Board District 4 and Region West. WISH Academy High was originally approved by the LAUSD Board of Education on March 8, 2016. On October 23, 2018, the charter school was renewed for a five-year term to serve 500 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for WISH Academy High expires June 30, 2027.

On July 15, 2026, WISH Academy High submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through October 13, 2026.

An initial Public Hearing was held on August 25, 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 WISH Academy High governing board members complete questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. Additionally, resumes and due

diligence forms are requested from WISH Academy High's Lead Petitioner; Executive Director/Chief Executive Officer or equivalent; Principal or equivalent; Financial manager or equivalent; and Chief Financial Officer or equivalent, as applicable. A confidential due diligence review of the charter school, the governing organization, and school's leaders, may be conducted by the Office of the Inspector General (OIG) as appropriate, and to the extent the OIG identifies any material concerns, 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 14 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, applicable policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms set forth in Charter School's renewal petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the renewal petition.

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

authorized to continue operations as a charter school for the charter term beginning July 1, 2027.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal 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 renewal 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. 107, 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's renewal petition.

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

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

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

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

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

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

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

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

Attachments:
Signature Page
Attachment A- Staff Assessment and Recommendation Report
Attachment B- WISH Academy High Data Set
Attachment C- Desegregation Impact Statement

Budget, Petition, CORE Data (if applicable), and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/15s0m2_pUWChPbof7e-tLHkxV5qnm4Hme?usp=sharing>

Submitted:
09/17/26

RESPECTFULLY SUBMITTED,

ANDRÉS E. CHAIT
Superintendent of Schools

APPROVED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

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

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

Attachment A

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 107-26/27
October 13, 2026

School Name:	**WISH Academy High**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 13, 2026**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Westside Innovative School House, Inc.**		
Location Code:	**7557**		
Type of Site(s):	**District - Proposition 39 Co-Location**		
Site Address(es):	**7400 West Manchester Avenue, Los Angeles, CA 90045 (Westchester Enriched Sciences Magnets Campus)**		
Board District(s):	**4**	Region(s):	**West**
Grade Levels Served:	**9-12**	Current Enrollment:	**286**
Grade Levels Authorized in Current Charter:	**9-12**	Approved Enrollment in Current Charter:	**500**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2026 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval for a five (5)-year term (2027-2032)**		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for WISH Academy High ("Charter School"), located in Board District 4 and Region West, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 500 students in grades 9-12 in each year of the charter term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 14 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

	WISH Academy High
Initial Authorization:	On March 8, 2016, WISH Academy High was authorized by the LAUSD Board of Education to serve up to 336 students in grades 9-12.
Most Recent Renewal:	The charter was renewed on October 23, 2018, for a five-year term (July 1, 2019 - June 30, 2024) to serve up to 500 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for WISH Academy High expires June 30, 2027.

	WISH Academy High
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on November 15, 2022, to add an admissions preference.
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	WISH Academy High submitted its renewal petition application on July 15, 2026. The 90-day statutory timeline for Board action on the petition runs through October 13, 2026.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	WISH Academy High implements the District's Multilingual Multicultural Master Plan.
Special Education SELPA	WISH Academy High participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

WISH Academy High is operated by Westside Innovative School House, Inc. ("WISH"), a California nonprofit public benefit corporation that also operates one other LAUSD-authorized charter school.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

A. Summary

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

Overall, Charter School's Dashboard performance was higher than the state in English Language Arts (ELA), Math, Science, and College and Career Indicator (CCI). The charter school did not submit verified data. The recommendation of approval is based on a holistic review of the charter school including, performing higher than the state for the majority of applicable academic indicators.

Please see the WISH Academy High data set.

a. 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.

WISH Academy High

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
Dashboard 2023	Green	Green	Not Applicable	Not Applicable	Low	Not Applicable	Blue	Blue
Dashboard 2024	Green	Orange	No Performance Color	Not Applicable	Green	Not Applicable	Orange	Blue
Dashboard 2025	Blue	Yellow	Green	Not Applicable	Blue	Not Applicable	Blue	Green

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

b. English Language Arts Indicator

In 2023 and 2024 in English Language Arts (ELA), the charter school's DFS was higher than the state for All Students, and there were no numerically significant student groups. In 2025, the charter school's DFS was higher than the state for All Students, and for the one numerically significant student group.

WISH Academy High - English Language Arts Indicator - 2023 Dashboard

Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**95%**	**59**	**40.9**	**-13.6**	**Higher**

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

WISH Academy High - English Language Arts Indicator - 2024 Dashboard

Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**55**	**30.2**	**-13.2**	**Higher**

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

WISH Academy High - English Language Arts Indicator - 2025 Dashboard

Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**98%**	**79**	**59.8**	**-8.1**	**Higher**
Black or African American	100%	37	46.5	-51.3	Higher

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

c. Math Indicator

In 2023 in Math, the charter school's DFS was higher than the state for All Students, and there were no numerically significant student groups. In 2024 in Math, the charter school's DFS was lower than the state for All Students, and there were no numerically significant student groups. In 2025 in Math, the charter school's DFS was lower than the state for All Students, and higher than the state for the one numerically significant student group.

WISH Academy High - Mathematics Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**95%**	**59**	**-46.3**	**-49.1**	**Higher**

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

WISH Academy High - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**55**	**-79.4**	**-47.6**	**Lower**

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

WISH Academy High - Mathematics Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**96%**	**78**	**-60.9**	**-42.4**	**Lower**
Black or African American	100%	37	-79.5	-95.8	Higher

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

d. Science Indicator

In 2024 and 2025 in Science, the charter school's Science Points were higher than the state for All Students, and for all numerically significant student groups.

WISH Academy High - Science Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**100%**	**113**	**61.3**	**51.2**	**Higher**
Black or African American	100%	46	54.6	41.4	Higher
Socioeconomically Disadvantaged	100%	30	59.0	45.6	Higher
Students with Disabilities	100%	34	58.7	36.7	Higher

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

WISH Academy High - Science Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**100%**	**80**	**58.6**	**52.6**	**Higher**
Black or African American	100%	38	54.2	43.4	Higher

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

e. English Learner Progress Indicator

In 2023, 2024, 2025, the ELPI indicator did not have numerically significant data.

f. College/Career Indicator

In 2023, the charter school's percentage of high school graduates prepared for college or a career was lower than the state for All Students, and for the one numerically significant student group. In 2024 and 2025, the charter school's percentage of students prepared was higher than the state for All Students, and there were no numerically significant student groups.

WISH Academy High - College/Career Indicator - 2023 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**64**	**34.4%**	**43.9%**	**Lower**
Socioeconomically Disadvantaged	30	16.7%	35.4%	Lower

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

WISH Academy High - College/Career Indicator - 2024 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**67**	**50.7%**	**45.3%**	**Higher**

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

WISH Academy High - College/Career Indicator - 2025 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**56**	**78.6%**	**51.7%**	**Higher**

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

g. Chronic Absenteeism Indicator

Not applicable

h. Graduation Rate Indicator [HS only]
In 2023, the charter school's percentage of graduated students was higher than the state for All Students, and for the one numerically significant student group. In 2024 and 2025, the charter school's percentage of graduated students was higher than the state for All Students, and there were no numerically significant student groups. WISH Academy High's students must meet A-G requirements with a grade of "C" or better.

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., Basics: 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 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 WISH Academy High's outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2024-2025	*Developing*
2025-2026	*Proficient*
Concerns	The rating of *Developing* in 2024-2025 was primarily due to WISH Academy High's negative ending net assets reported in its 2023-2024 independent audit report. The charter operator has taken corrective actions in addressing Charter School's financial condition. See further details in the Fiscal Management and Performance Section below.

VI. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

WISH Academy High's ending net assets are positive.

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Ending Net Assets	$380,059	$395,182	($156,906)[1]	$263,732	$341,961
Net Income/Loss	$167,734	$15,123	($552,088)[1]	$420,638[2]	$78,229
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment [A]	254	281	263	283	286

[1] Per WISH's Finance Manager, the net loss of ($552,088) reported for Fiscal Year 2023-2024—resulting in negative ending net assets of ($156,906)—was primarily due to the Employee Retention Credit ("ERC"), which had been included in WISH's budget in that year pending IRS review and approval but was not received within the 2023-2024 fiscal year as originally anticipated. WISH began receiving ERC funds in Fiscal Year 2024-2025. According to WISH's 2024-2025 independent audit report, the WISH Home Office recorded $1,680,337 in ERC revenue.

[2] According to WISH, the significant improvement in Charter School's net operating result in the 2024-2025 school year—from a net loss of ($552,088) to a net income of $420,638—was primarily attributable to budget reductions implemented to address expiring one-time funds and lower home office expenses allocated to the WISH charter schools due to the ERC tax credit revenues recognized at the home office level as described above.

[A] WISH Academy High stated that it plans to increase enrollment through various means, for example, by implementing a multifaceted recruitment strategy and community engagement. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

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.

Westside Innovative School House, Inc.					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Ending Net Assets	Net Income / (Loss)	Ending Net Assets	Net Income / (Loss)
2	2	$2,741,391	$1,166,170	$1,146	($722)[3]

[3] Per WISH, the WISH Home Office reported a slight net loss of $722 for Fiscal Year 2024-2025 primarily due to depreciation expense. Excluding depreciation expense, the WISH Home Office would have been approximately break-even.

WISH Academy High

Board District: 4 | Region: West | Location Code: 7557

CA School Dashboard: Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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	95%	59	40.9	10.9	Increased	Green	-13.6	Higher	100%	55	30.2	-10.7	Declined	Green	-13.2	Higher	98%	79	59.8	29.5	Increased Significantly	Blue	-8.1	Higher
African American/Black	96%	22	-28.1	11.0	Increased	--	-59.6	--	100%	24	26.5	54.6	Increased Significantly	--	-58.9	--	100%	37	46.5	20.1	Increased Significantly	--	-51.3	Higher
Latino	100%	13	67.4	27.9	Increased Significantly	--	-40.2	--	100%	14	-13.0	-80.4	Declined Significantly	--	-39.3	--	91%	20	31.0	44.0	Increased Significantly	--	-33.7	--
Socioeconomically Disadvantaged	94%	17	23.1	14.8	Increased	--	-42.6	--	100%	16	3.8	-19.3	Declined Significantly	--	-40.9	--	97%	27	46.6	42.7	Increased Significantly	--	-35.3	--
Students with Disabilities	92%	22	-52.5	25.7	Increased Significantly	--	-96.3	--	100%	15	12.1	64.5	Increased Significantly	--	-95.6	--	95%	20	-22.3	-34.3	Declined Significantly	--	-89.4	--
White	100%	16	109.5	46.9	Increased Significantly	--	20.8	--	100%	13	63.6	-45.9	Declined Significantly	--	19.2	--	100%	6	*	*	*	*	23.8	*

Data Sources: California School Dashboard Research data files.

WISH Academy High

Board District: 4 | Region: West | Location Code: 7557

CA School Dashboard: Academic Performance - Math

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

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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	95%	59	-46.3	53.5	Increased Significantly	Green	-49.1	Higher	100%	55	-79.4	-33.1	Declined Significantly	Orange	-47.6	Lower	96%	78	-60.9	18.5	Increased Significantly	Yellow	-42.4	Lower
African American/Black	96%	22	-125.7	46.3	Increased Significantly	--	-104.5	--	100%	24	-107.8	17.8	Increased Significantly	--	-102.2	--	100%	37	-79.5	28.3	Increased Significantly	--	-95.8	Higher
Latino	100%	13	-34.2	58.7	Increased Significantly	--	-80.8	--	100%	14	-94.7	-60.6	Declined Significantly	--	-79.2	--	91%	20	-82.5	12.3	Increased	--	-73.6	--
Socioeconomically Disadvantaged	94%	17	-84.7	37.6	Increased Significantly	--	-80.8	--	100%	16	-92.5	-7.8	Declined	--	-78.2	--	97%	27	-78.1	14.4	Increased	--	-72.9	--
Students with Disabilities	92%	22	-130.4	14.8	Increased	--	-127.3	--	100%	15	-69.7	60.7	Increased Significantly	--	-124.3	--	91%	20	-116.3	-46.6	Declined Significantly	--	-120.7	--
White	100%	16	13.4	52.7	Increased Significantly	--	-11.1	--	100%	13	-26.1	-39.5	Declined Significantly	--	-10.3	--	83%	6	*	*	*	*	-6.2	*

Data Sources: California School Dashboard Research data files.

WISH Academy High

Board District: 4 | Region: West | Location Code: 7557

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														
	Dashboard 2024						Dashboard 2025							
Student Group	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%	113	61.3	--	51.2	Higher	100%	80	58.6	-2.8	Declined	Green	52.6	Higher
African American/Black	100%	46	54.6	--	41.4	Higher	100%	38	54.2	-0.4	Maintained	Yellow	43.4	Higher
Latino	100%	26	59.3	--	45.4	--	100%	19	57.8	-1.4	Maintained	--	47.1	--
Socioeconomically Disadvantaged	100%	30	59.0	--	45.6	Higher	100%	27	55.0	-4.0	Declined	--	47.1	--
Students with Disabilities	100%	34	58.7	--	36.7	Higher	100%	20	50.1	-8.7	Declined Significantly	--	38.3	--
White	100%	29	69.3	--	58.8	--	100%	6	*	*	*	*	60.2	*

Data Sources: California School Dashboard Research data files.

WISH Academy High

Board District: 4 | Region: West | Location Code: 7557

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 30 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	--	--	--	--	45.7%	2.3%	32.2%	18.3%
2024	EL	--	--	--	--	43.2%	1.9%	34.4%	19.1%
2024	LTEL	--	--	--	--	41.6%	3.4%	28.5%	24.7%
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.

WISH Academy High

Board District: 4 | Region: West | Location Code: 7557

CA School Dashboard: Academic Performance - College / Career

This report shows the percentage of current graduates who meet specific College/Career Indicator (CCI) "prepared" criteria for all student groups in grades 9-12. For the 2023 Dashboard, the CCI will report the most current year data or "status only". Therefore the CCI will have performance displayed using one of five Status levels that range between Very Low (lowest performance), Low, Medium, High, and Very High (highest performance). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

College / Career Academic Indicator (CCI) - CA School Dashboard Indicator																			
	Dashboard 2023					Dashboard 2024							Dashboard 2025						
Student Group	Students	CCI	Status Level	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State
All Students	64	34.4%	Low	43.9%	Lower	67	50.7%	16.4	Increased	Green	45.3%	Higher	56	78.6%	20.4	Increased	Blue	51.7%	Higher
African American/Black	27	7.4%	Very Low	25.1%	--	25	36.0%	28.6	Increased	--	28.1%	--	24	79.2%	35.2	Increased	--	35.7%	--
Latino	16	43.8%	Medium	35.5%	--	13	69.2%	25.5	Increased	--	37.4%	--	15	66.7%	-17.9	Declined	--	45.1%	--
Socioeconomically Disadvantaged	30	16.7%	Low	35.4%	Lower	25	56.0%	39.3	Increased	--	37.4%	--	29	75.9%	15.9	Increased	--	44.8%	--
Students with Disabilities	17	11.8%	Low	12.3%	--	25	28.0%	16.2	Increased	--	13.5%	--	18	61.1%	33.1	Increased	--	18.7%	--
White	13	69.2%	High	53.2%	--	18	66.7%	-2.6	Declined	--	54.3%	--	13	84.6%	12.4	Increased	--	58.6%	--

Data Sources: California School Dashboard Research data files.

WISH Academy High

Board District: 4 | Region: West | Location Code: 7557

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	293	0.0%	-1.2	Declined	Blue	3.5%	Lower	278	0.0%	0.0	Maintained	Blue	3.2%	Lower	293	0.3%	0.3	Increased	Green	2.9%	Lower
African American/Black	121	0.0%	-1.0	Declined	Blue	8.8%	Lower	110	0.0%	0.0	Maintained	Blue	8.4%	Lower	119	0.8%	0.8	Increased	Yellow	7.7%	Lower
Asian	15	0.0%	--	--	--	1.1%	--	12	0.0%	0.0	Maintained	--	1.0%	--	13	0.0%	0.0	Maintained	--	1.0%	--
Latino	70	0.0%	-1.6	Declined	Blue	3.8%	Lower	78	0.0%	0.0	Maintained	Blue	3.4%	Lower	89	0.0%	0.0	Maintained	Blue	3.0%	Lower
Socioeconomically Disadvantaged	112	0.0%	-2.0	Declined	Blue	4.5%	Lower	88	0.0%	0.0	Maintained	Blue	4.0%	Lower	115	0.9%	0.9	Increased	Yellow	3.6%	Lower
Students with Disabilities	87	0.0%	0.0	Maintained	Blue	5.9%	Lower	77	0.0%	0.0	Maintained	Blue	5.4%	Lower	66	0.0%	0.0	Maintained	Blue	5.0%	Lower
Two or More	21	0.0%	-5.6	Declined	--	3.3%	--	20	0.0%	0.0	Maintained	--	3.0%	--	27	0.0%	0.0	Maintained	--	2.8%	--
White	62	0.0%	0.0	Maintained	Blue	2.9%	Lower	51	0.0%	0.0	Maintained	Blue	2.6%	Lower	39	0.0%	0.0	Maintained	Blue	2.4%	Lower

Data Sources: California School Dashboard Research data files.

WISH Academy High

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CA School Dashboard: Graduation Rate Indicator

This report shows the combined four- and five-year graduation rate for comprehensive (or traditional) high schools and Dashboard Alternative School Status (DASS) schools for all student groups in grades 9-12. This rate is based on the number of high school students who graduate with a regular high school diploma in either four or five years. The 2025 Graduation Rate Indicator includes students from the most recent graduation cohort (Class of 2025) as well as students from the prior cohort (Class of 2024) who graduated in their fifth year of high school in 2023-25. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Graduation Rate Indicator - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State
All Students	64	96.9%	5.8	Increased Significantly	Blue	86.4%	Higher	67	89.6%	-7.3	Declined Significantly	Orange	86.7%	Higher	56	100.0%	10.4	Increased Significantly	Blue	87.8%	Higher
African American/Black	27	92.6%	-1.2	Declined	--	78.5%	--	25	92.0%	-0.6	Maintained	--	79.1%	--	24	100.0%	8.0	Increased Significantly	--	82.6%	--
Latino	16	100.0%	0.0	Maintained	--	84.2%	--	13	84.6%	-15.4	Declined Significantly	--	85.3%	--	15	100.0%	15.4	Increased Significantly	--	86.9%	--
Socioeconomically Disadvantaged	30	96.7%	-3.3	Declined	--	83.7%	Higher	25	96.0%	-0.7	Maintained	--	84.4%	--	29	100.0%	4.0	Increased	--	86.2%	--
Students with Disabilities	17	100.0%	25.0	Increased Significantly	--	72.7%	--	25	88.0%	-12.0	Declined Significantly	--	74.4%	--	18	100.0%	12.0	Increased Significantly	--	77.1%	--
White	13	100.0%	--	--	--	89.8%	--	18	94.4%	-5.6	Declined Significantly	--	89.2%	--	13	100.0%	5.6	Increased Significantly	--	89.0%	--

Data Sources: California School Dashboard Research data files.

WISH Academy High

Board District: 4 | Region: West | Location Code: 7557

Local Indicators Report

Local Indicators - CA School Dashboard Indicator			
Priority	**2023 Dashboard**	**2024 Dashboard**	**2025 Dashboard**
Basic Services and Conditions (Priority 1)	Standard Met	Standard Met	Standard Met
Implementation of State Academic Standards (Priority 2)	Standard Met	Standard Met	Standard Met
Parent and Family Engagement (Priority 3)	Standard Met	Standard Met	Standard Met
School Climate (Priority 6)	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study (Priority 7)	Standard Met	Standard Met	Standard Met

Data Sources: California School Dashboard Local Indicators Research data files.

WISH Academy High

Board District: 4 | Region: West | Location Code: 7557

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group									
	2023-2024			2024-2025			2025-2026		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	264	529,902	5,837,690	283	516,685	5,806,221	283	497,105	5,731,260
F/R Meal	28.4%	80.6%	61.6%	32.5%	81.9%	62.7%	33.6%	82.2%	62.4%
GATE	11.7%	11.6%	N/A	38.5%	13.0%	N/A	30.7%	14.1%	N/A
English Learner	3.4%	20.1%	18.4%	0.7%	18.6%	17.4%	1.4%	16.4%	16.2%
Foster Youth	0.0%	0.6%	0.5%	0.0%	0.5%	0.5%	0.0%	0.5%	0.5%
Homeless Youth	0.8%	2.1%	3.6%	1.4%	2.7%	4.0%	1.8%	2.4%	3.8%
Socioeconomically Disadvantaged	28.4%	81.3%	62.7%	32.5%	82.4%	63.6%	33.6%	82.7%	63.1%
Students w/ Disabilities	28.8%	14.8%	13.7%	22.6%	15.6%	14.2%	20.5%	16.4%	14.8%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%	0.0%	0.3%	0.8%
African American/Black	40.9%	7.3%	4.9%	41.3%	7.1%	4.9%	41.7%	7.2%	4.8%
American Indian or Alaska Native	0.4%	0.1%	0.4%	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	4.5%	3.4%	9.9%	4.2%	3.3%	10.1%	5.3%	3.3%	10.3%
Filipino	1.9%	1.7%	2.2%	1.4%	1.6%	2.2%	1.1%	1.7%	2.2%
Latino	26.5%	73.8%	56.1%	30.4%	73.6%	56.1%	29.3%	72.9%	56.0%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.7%	0.2%	0.4%	0.4%	0.1%	0.4%
White	18.9%	9.8%	20.3%	13.1%	9.7%	20.0%	13.1%	9.7%	19.7%
Two or More Races	6.8%	2.0%	4.6%	8.8%	2.1%	4.8%	9.2%	2.2%	4.9%
Not Reported	0.0%	1.8%	1.1%	0.0%	2.2%	1.2%	0.0%	2.7%	1.3%

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

WISH Academy High

Board District: 4 | Region: West | Location Code: 7557

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.

	2023-2024						2024-2025						2025-2026					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	5	12.8%	15,302	6.5%	211,186	10.6%	1	2.4%	13,052	5.9%	198,853	10.4%	3	7.1%	10,142	4.9%	174,300	9.5%
At-Risk 4-5 Years	0	0.0%	15,717	6.7%	136,188	6.8%	0	0.0%	11,406	5.2%	115,009	6.0%	0	0.0%	11,109	5.4%	113,143	6.2%
EL 0-3 Years	1	2.6%	60,574	25.7%	519,651	26.0%	1	2.4%	57,726	26.1%	516,862	26.9%	1	2.4%	48,131	23.5%	467,800	25.6%
EL 4+ Years & Not At-Risk or LTEL	3	7.7%	14,725	6.2%	207,768	10.4%	0	0.0%	13,775	6.2%	178,306	9.3%	0	0.0%	11,946	5.8%	170,621	9.3%
EL Total	9	23.1%	106,318	45.0%	1,074,793	53.8%	2	4.8%	95,959	43.3%	1,009,030	52.6%	4	9.5%	81,328	39.7%	925,864	50.7%
RFEP	30	76.9%	129,789	55.0%	924,422	46.2%	40	95.2%	125,465	56.7%	909,298	47.4%	38	90.5%	123,618	60.3%	900,560	49.3%
Total Ever EL	39	100.0%	236,107	100.0%	1,999,215	100.0%	42	100.0%	221,424	100.0%	1,918,328	100.0%	42	100.0%	204,946	100.0%	1,826,424	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesltel.asp

WISH Academy High

Board District: 4 | Region: West | Location Code: 7557

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						2025-2026					
	School			Los Angeles Unified			School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	264			529,902			283			516,685			283			497,105		
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**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	74	100.0%	28.0%	78,319	100.0%	14.8%	64	100.0%	22.6%	80,505	100.0%	15.6%	58	100.0%	20.5%	81,470	100.0%	16.4%
High Incidence	41	55.4%	15.5%	52,153	66.6%	9.8%	30	46.9%	10.6%	52,412	65.1%	10.1%	28	48.3%	9.9%	51,757	63.5%	10.4%
Low Incidence	33	44.6%	12.5%	26,162	33.4%	4.9%	34	53.1%	12.0%	28,084	34.9%	5.4%	30	51.7%	10.6%	29,702	36.5%	6.0%
Autism	23	31.1%	8.7%	18,713	23.9%	3.5%	22	34.4%	7.8%	20,802	25.8%	4.0%	20	34.5%	7.1%	22,739	27.9%	4.6%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%	0	0.0%	0.0%	10	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%	0	0.0%	0.0%	172	0.2%	0.0%
Emotional Disturbance	1	1.4%	0.4%	1,148	1.5%	0.2%	1	1.6%	0.4%	1,082	1.3%	0.2%	1	1.7%	0.4%	964	1.2%	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%	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%	2	3.4%	0.7%	903	1.1%	0.2%
Intellectual Disability	5	6.8%	1.9%	3,393	4.3%	0.6%	6	9.4%	2.1%	3,381	4.2%	0.7%	3	5.2%	1.1%	3,259	4.0%	0.7%
Multiple Disabilities	2	2.7%	0.8%	965	1.2%	0.2%	3	4.7%	1.1%	1,035	1.3%	0.2%	3	5.2%	1.1%	1,043	1.3%	0.2%
Other Health Impairment	13	17.6%	4.9%	10,930	14.0%	2.1%	9	14.1%	3.2%	11,596	14.4%	2.2%	9	15.5%	3.2%	12,092	14.8%	2.4%
Orthopedic Impairment	2	2.7%	0.8%	533	0.7%	0.1%	2	3.1%	0.7%	434	0.5%	0.1%	1	1.7%	0.4%	405	0.5%	0.1%
Specific Learning Disability	27	36.5%	10.2%	29,615	37.8%	5.6%	19	29.7%	6.7%	29,368	36.5%	5.7%	19	32.8%	6.7%	28,727	35.3%	5.8%
Speech or Language Impairment	1	1.4%	0.4%	11,608	14.8%	2.2%	2	3.1%	0.7%	11,448	14.2%	2.2%	0	0.0%	0.0%	10,938	13.4%	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%	0	0.0%	0.0%	59	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%	0	0.0%	0.0%	158	0.2%	0.0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Attachment C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
WISH ACADEMY HIGH
BOARD OF EDUCATION REPORT 107 – 26/27
October 13, 2026

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2027 until June 30, 2032 to serve up to 500 students in grades 9-12 in each year of the charter term.

II. Summary Description of Current District Practice:
Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:
The approval of this charter petition would renew the charter of WISH Academy High for five (5) years beginning July 1, 2027 until June 30, 2032.

IV. Effects of This Proposal:
The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:
If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services. Student Integration Services provided feedback for the charter petition to ensure compliance.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

Yolanda Jordan
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

File #: Rep-108-26/27, **Version:** 1 **Agenda Date:** 10/13/2026
In Control: Charter Schools Division

Approval of the Renewal Petition for WISH Community [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for WISH Community) Recommends approval of the renewal petition for WISH Community, a High performing, Start-Up Independent charter school, located in Board District 4 and Region West, for six (6) years, beginning July 1, 2027, until June 30, 2033, to serve up to 847 students in grades TK-8 in each year of the charter term.

Action Proposed:
Approve the renewal petition for WISH Community ("Charter School"), a Start-Up Independent charter school, located in Board District 4 and Region West, for a term of six (6) years, beginning July 1, 2027, until June 30, 2033, to serve up to 847 students in grades TK-8 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
WISH Community is a TK-8 school currently serving 847 students on two District sites (Orville Wright Engineering and Design Magnet Campus and Westchester Enriched Sciences Magnets), as co-locations through Proposition 39, at 6550 West 80th Street, CA, 90045, and 7400 West Manchester Avenue, Los Angeles, CA, 90045, respectively, in Board District 4 and Region West. WISH Community was originally approved by the LAUSD Board of Education on November 12, 2013. On October 23, 2018, the charter school was renewed for a five-year term to serve 744 students in grades TK-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for WISH Community expires June 30, 2027.

On July 15, 2026, WISH Community submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through October 13, 2026.

An initial Public Hearing was held on August 25, 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 WISH Community governing board members complete questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. Additionally, resumes and due

diligence forms are requested from WISH Community's Lead Petitioner; Executive Director/Chief Executive Officer or equivalent; Principal or equivalent; Financial manager or equivalent; and Chief Financial Officer or equivalent, as applicable. A confidential due diligence review of the charter school, the governing organization, and school's leaders, may be conducted by the Office of the Inspector General (OIG) as appropriate, and to the extent the OIG identifies any material concerns, 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 14 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, applicable policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms set forth in Charter School's renewal petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the renewal petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal petition, Charter School would be

authorized to continue operations as a charter school for the charter term beginning July 1, 2027.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal 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 renewal 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. 108, 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's renewal petition.

Policy Implications:
All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact:
State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law, including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and,

to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:
As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

Issues and Analysis:
If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:
Signature Page
Attachment A- Staff Assessment and Recommendation Report
Attachment B- WISH Community Data Set
Attachment C- Desegregation Impact Statement

Budget, Petition, CORE Data (if applicable), and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1aQlQZdtqTGb8vy3jAFkME05QcnzlmqSw?usp=sharing>

Submitted:
09/17/26

RESPECTFULLY SUBMITTED,

ANDRÉS E. CHAIT
Superintendent of Schools

APPROVED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Division of Data, Strategy, and Innovation

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 108-26/27
October 13, 2026

School Name:	**WISH Community**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 13, 2026**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Westside Innovative School House, Inc.**		
Location Code:	**5252**		
Type of Site(s):	**(1) Proposition 39 Co-Location** **(2) Proposition 39 Co-Location**		
Site Address(es):	**(1) 6550 West 80th Street, Los Angeles, CA 90045 (Orville Wright Engineering and Design Magnet Campus)** **(2) 7400 West Manchester Avenue, Los Angeles, CA 90045 (Westchester Enriched Sciences Magnets Campus)**		
Board District(s):	**4**	Region(s):	**West**
Grade Levels Served:	**TK-8**	Current Enrollment:	**847**
Grade Levels Authorized in Current Charter:	**TK-8**	Approved Enrollment in Current Charter:	**847**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2026 CLASSIFICATION)	**High Performing**		
STAFF RECOMMENDATION:	**Approval for a six (6)-year term (2027-2032)**		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for WISH Community ("Charter School"), located in Board District 4 and Region West, for a term of six (6) years, beginning July 1, 2027, until June 30, 2033, to serve up to 847 students in grades TK-8 in each year of the charter term.

Pursuant to applicable law, charter schools classified as High performing may be renewed for a term of five (5), six (6), or seven (7) years. To help determine the recommended term length in these cases, staff considers various factors related to the charter school's operations and performance during the term of the charter, as noted in the *LAUSD Policy and Procedures for Charter Schools*. Specific factors related to the charter school's performance and operations during the term of the charter include, but are not limited to, the following:

- Consideration of qualifying as High Performing under renewal criteria 1 or High Performing for the most recent two years;
- Ratings on the Annual Performance-Based Oversight Visit Report in the areas of Governance; Student Achievement and Educational Performance; Organizational Management, Programs and Operations; and Fiscal Operations for the previous two years, and no significant unresolved issues, including, but not limited to, Notices to Cure;
- Additional academic considerations, including benchmarks;
- Equity and access for families and pupils; and
- School culture and climate

As staff considered WISH Community's renewal petition and record, staff recommends a term length of six years.

II. RENEWAL REQUIREMENTS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 14 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

	WISH Community
Initial Authorization:	On November 12, 2013, WISH Community (formerly named Westside Innovative School House Secondary Charter Middle), was authorized by the LAUSD Board of Education to serve 224 students in grades 7-8.
Most Recent Renewal:	The charter was renewed on October 23, 2018, for a five-year term (July 1, 2019 - June 30, 2024) to serve up to 744 students in grades TK-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for WISH Community expires June 30, 2027.
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on November 15, 2022, to increase the enrollment from 744 to 847 students and add an admissions preference.
Board Benchmarks in Current Charter Term:	On October 23, 2018, as part of the school's most recent renewal, the LAUSD Board of Education issued the following operations benchmark to WISH Community: The school must provide an annual update to the Charter Schools Division (CSD) by December 1 of each year of the charter term demonstrating its progress related to the following: The Charter School will submit a written report to the Charter Schools Division that provides evidence and data of its community outreach efforts and outcomes to increase student diversity for its significant subgroups, which includes English Learners, and Socioeconomically Disadvantaged, based on official student demographic information. Please see the "Additional Information" section below.

	WISH Community
Submission of Renewal Petition Application:	WISH Community submitted its renewal petition application on July 15, 2026. The 90-day statutory timeline for Board action on the petition runs through October 13, 2026.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	WISH Community implements the District's Multilingual Multicultural Master Plan.
Special Education SELPA	WISH Community participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

WISH Community is operated by Westside Innovative School House, Inc. ("WISH"), a California nonprofit public benefit corporation that also operates one other LAUSD-authorized charter school.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

WISH Community has been identified by the state as a High performing charter school under the high performing renewal criteria. (Ed. Code, § 47607(c)(2)(A) or (B).) The chartering authority shall not deny renewal for a charter school pursuant to Education Code section 47607(c) that has met the High performing renewal criteria. (Ed. Code, § 47607(c)(2)(A).) The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard.

Please see the WISH Community data set.

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.

WISH Community Dashboard Indicators

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
Dashboard 2023	Green	Green	Not Applicable	Not Applicable	Not Applicable	Green	Not Applicable	Green

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
Dashboard 2024	Blue	Green	No Performance Color	Not Applicable	Not Applicable	Yellow	Not Applicable	Orange
Dashboard 2025	Blue	Green	Green	Not Applicable	Not Applicable	Yellow	Not Applicable	Green

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

The charter school received the High performing categorization due to performance levels schoolwide, and for a majority of student groups, that are the same or higher than the state average on applicable academic indicators for the last two years. In 2024 and 2025, the English Language Arts (ELA), Math, and Science Indicators were all higher than the state average for all of the charter school's numerically significant student groups.

c. Dashboard Local Indicators

Staff also considered the Local Indicators (e.g., Basic: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; Access to a Broad Course of Study) which have all been reported as "Met" in 2023, 2024, and 2025.

d. Additional Information

As noted above, WISH Community has a benchmark related to operations in its current term. The following summarizes the outcomes of the benchmark for each of the seven years (2019-2020 through 2025-2026) of the current charter term.

Benchmark: *The Charter School will submit a written report to the Charter Schools Division that provides evidence and data of its community outreach efforts and outcomes to increase student diversity for its significant subgroups, which includes English Learners, and Socioeconomically Disadvantaged, based on official student demographic information.*

In each year of the current term, Charter School provided a written report of its efforts to increase student diversity including, but not limited to, English Learners and Socioeconomically Disadvantaged students. CSD staff reviewed and discussed these reports alongside enrollment data with Charter School leaders each year at the annual performance-based oversight visit. Although the percentage of some student groups declined over the term of the charter, the percentage of other student groups increased over the same time period. Overall, the charter school maintains a diverse student body with seven (7) numerically significant student groups (African American/Black, Asian, Latino, Socioeconomically Disadvantaged, Students with Disabilities, Two or More Races, and White).

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 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 WISH Community's outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

VI. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition
WISH Community's ending net assets are positive.

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Ending Net Assets	$2,267,596	$2,360,381	$1,730,259	$2,476,513	$3,109,641
Net Income/Loss	$208,101	$92,785	($630,122) [1]	$746,254 [2]	$633,128
Transfers In/Out	$0	$0	$0	$0	$0

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment	779	847	836	858	847

[1] Per WISH's Finance Manager, the net loss of ($630,122) reported for Fiscal Year 2023-2024 was primarily due to the Employee Retention Credit ("ERC"), which had been included in WISH's budget in that year pending IRS review and approval but was not received within the 2023-2024 fiscal year as originally anticipated. WISH began receiving ERC funds in Fiscal Year 2024-2025. According to WISH's 2024-2025 independent audit report, the WISH Home Office recorded $1,680,337 in ERC revenue.

[2] According to WISH, the significant improvement in Charter School's net operating result in the 2024-2025 school year—from a net loss of ($630,122) to a net income of $746,254—was primarily attributable to budget reductions implemented to address expiring one-time funds and lower home office expenses allocated to the WISH charter schools due to the ERC tax credit revenues recognized at the home office level as described above.

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.

Westside Innovative School House, Inc.					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Ending Net Assets	Net Income / (Loss)	Ending Net Assets	Net Income / (Loss)
2	2	$2,741,391	$1,166,170	$1,146	($722)[3]

[3] Per WISH, the WISH Home Office reported a slight net loss of $722 for Fiscal Year 2024-2025 primarily due to depreciation expense. Excluding depreciation expense, the WISH Home Office would have been approximately break-even.

WISH Community

Board District: 4 | Region: West | Location Code: 5252

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	546	48.0	-6.1	Declined	Green	-13.6	Higher	98%	528	48.3	0.2	Maintained	Blue	-13.2	Higher	98%	549	54.5	6.3	Increased	Blue	-8.1	Higher
African American/Black	99%	125	-7.8	-22.6	Declined Significantly	Orange	-59.6	Higher	98%	103	6.7	14.5	Increased	Green	-58.9	Higher	98%	91	5.0	-1.7	Maintained	Yellow	-51.3	Higher
Asian	98%	41	111.9	-0.1	Maintained	Blue	61.8	Higher	95%	37	105.4	-6.5	Declined	Green	60.7	Higher	97%	34	112.0	6.6	Increased	Blue	61.9	Higher
English Learner	89%	18	-50.2	27.7	Increased Significantly	--	-67.7	--	95%	18	-40.9	9.3	Increased	--	-67.6	--	100%	16	-42.7	-1.7	Maintained	--	-59.9	--
Latino	97%	126	27.0	-2.8	Maintained	Green	-40.2	Higher	96%	131	20.3	-6.7	Declined	Green	-39.3	Higher	97%	155	27.5	7.2	Increased	Green	-33.7	Higher
Socioeconomically Disadvantaged	97%	141	-12.9	-16.8	Declined Significantly	Orange	-42.6	Higher	98%	98	-6.9	5.9	Increased	Yellow	-40.9	Higher	98%	120	-7.1	-0.1	Maintained	Orange	-35.3	Higher
Students with Disabilities	92%	86	-44.5	0.4	Maintained	Orange	-96.3	Higher	88%	84	-50.3	-5.8	Declined	Orange	-95.6	Higher	90%	87	-42.8	7.5	Increased	Yellow	-89.4	Higher
Two or More	100%	56	84.7	14.0	Increased	--	24.3	Higher	100%	72	65.8	-19.0	Declined Significantly	Green	24.3	Higher	96%	76	71.1	5.4	Increased	Blue	29.4	Higher
White	98%	189	73.3	-4.4	Declined	Green	20.8	Higher	98%	175	73.1	-0.2	Maintained	Blue	19.2	Higher	99%	179	82.9	9.8	Increased	Blue	23.8	Higher

Data Sources: California School Dashboard Research data files.

WISH Community

Board District: 4 | Region: West | Location Code: 5252

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	546	18.3	2.5	Maintained	Green	-49.1	Higher	97%	527	18.0	-0.3	Maintained	Green	-47.6	Higher	97%	548	19.4	1.3	Maintained	Green	-42.4	Higher
African American/Black	99%	125	-47.4	-4.0	Declined	Orange	-104.5	Higher	97%	103	-45.4	2.0	Maintained	Orange	-102.2	Higher	97%	90	-48.7	-3.3	Declined	Orange	-95.8	Higher
Asian	98%	41	86.5	7.9	Increased	Blue	50.8	Higher	95%	37	80.4	-6.1	Declined	Green	49.5	Higher	97%	34	100.5	20.1	Increased Significantly	Blue	51.9	Higher
English Learner	89%	18	-90.0	-36.9	Declined Significantly	--	-93.4	--	95%	18	-59.3	30.7	Increased Significantly	--	-93.4	--	94%	17	-82.2	-23.0	Declined Significantly	--	-86.1	--
Latino	97%	126	0.4	1.5	Maintained	Green	-80.8	Higher	95%	130	-8.7	-9.1	Declined	Yellow	-79.2	Higher	96%	154	-8.3	0.3	Maintained	Yellow	-73.6	Higher
Socioeconomically Disadvantaged	97%	141	-46.7	-7.1	Declined	Orange	-80.8	Higher	98%	98	-43.5	3.1	Increased	Yellow	-78.2	Higher	98%	119	-47.4	-3.9	Declined	Orange	-72.9	Higher
Students with Disabilities	92%	86	-63.2	5.6	Increased	Yellow	-127.3	Higher	87%	85	-77.2	-14.0	Declined	Orange	-124.3	Higher	88%	87	-69.4	7.8	Increased	Yellow	-120.7	Higher
Two or More	100%	56	50.8	23.2	Increased Significantly	--	-7.4	Higher	100%	72	48.0	-2.8	Maintained	Blue	-5.3	Higher	98%	77	43.4	-4.6	Declined	Green	-0.7	Higher
White	98%	189	49.6	3.6	Increased	Blue	-11.1	Higher	98%	175	47.7	-1.9	Maintained	Blue	-10.3	Higher	99%	179	51.7	4.0	Increased	Blue	-6.2	Higher

Data Sources: California School Dashboard Research data files.

WISH Community

Board District: 4 | Region: West | Location Code: 5252

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														
	Dashboard 2024						Dashboard 2025							
Student Group	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	99%	192	63.4	--	51.2	Higher	99%	179	63.9	0.5	Maintained	Green	52.6	Higher
African American/Black	100%	48	52.5	--	41.4	Higher	100%	32	52.9	0.4	Maintained	Yellow	43.4	Higher
Asian	100%	17	70.9	--	66.7	--	92%	13	65.7	-5.2	Declined Significantly	--	67.0	--
Latino	98%	43	55.6	--	45.4	Higher	100%	51	59.9	4.2	Increased	Green	47.1	Higher
Socioeconomically Disadvantaged	100%	39	53.9	--	45.6	Higher	100%	41	51.8	-2.0	Declined	Yellow	47.1	Higher
Students with Disabilities	92%	25	47.4	--	36.7	--	93%	27	46.9	-0.5	Maintained	--	38.3	--
Two or More	100%	19	71.1	--	59.7	--	100%	21	69.1	-2.0	Declined	--	61.1	--
White	98%	60	72.3	--	58.8	Higher	98%	59	70.5	-1.8	Maintained	Blue	60.2	Higher

Data Sources: California School Dashboard Research data files.

WISH Community

Board District: 4 | Region: West | Location Code: 5252

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 30 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	13	76.9%	19.8	Increased Significantly	--	48.7%	--	5	*	*	*	*	45.7%	*	7	*	*	*	*	46.4%	*

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	53.8%	15.4%	15.4%	7.7%	45.7%	2.3%	32.2%	18.3%
2024	EL	--	--	--	--	43.2%	1.9%	34.4%	19.1%
2024	LTEL	--	--	--	--	41.6%	3.4%	28.5%	24.7%
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.

WISH Community

Board District: 4 | Region: West | Location Code: 5252

CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	850	8.5%	-0.6	Declined	Green	24.3%	Lower	846	8.5%	0.0	Maintained	Yellow	18.6%	Lower	862	8.7%	0.2	Maintained	Yellow	17.1%	Lower
African American/Black	170	11.8%	2.1	Increased	Orange	36.4%	Lower	155	14.8%	3.1	Increased Significantly	Red	31.3%	Lower	134	11.9%	-2.9	Declined	Yellow	29.8%	Lower
Asian	65	3.1%	-4.6	Declined	Green	10.1%	Lower	62	8.1%	5.0	Increased	Orange	7.5%	Higher	52	3.8%	-4.2	Declined	Green	6.7%	Lower
English Learner	30	6.7%	-15.9	Declined	Green	26.3%	Lower	18	5.6%	-1.1	Declined	--	20.1%	--	10	*	*	*	*	18.1%	*
Filipino	8	*	*	*	*	13.8%	*	11	0.0%	--	--	--	9.6%	--	13	0.0%	0.0	Maintained	--	8.4%	--
Latino	215	12.6%	-3.9	Declined Significantly	Yellow	28.4%	Lower	220	10.5%	-2.1	Declined	Yellow	21.7%	Lower	245	14.3%	3.8	Increased Significantly	Red	20.1%	Lower
Socioeconomically Disadvantaged	199	19.6%	-0.6	Declined	Yellow	29.9%	Lower	158	19.0%	-0.6	Declined	Yellow	23.4%	Lower	177	20.3%	1.4	Increased	Red	21.7%	Lower
Students with Disabilities	135	11.9%	-4.0	Declined	Yellow	33.1%	Lower	136	15.4%	3.6	Increased	Orange	26.3%	Lower	138	15.2%	-0.2	Maintained	Orange	24.9%	Lower
Two or More	104	3.8%	-3.3	Declined	Green	21.6%	Lower	122	4.9%	1.1	Increased	Yellow	16.2%	Lower	127	7.9%	3.0	Increased	Orange	14.9%	Lower
White	284	6.7%	1.9	Increased	Orange	18.5%	Lower	272	5.5%	-1.2	Declined	Green	13.5%	Lower	287	3.5%	-2.0	Declined	Green	12.2%	Lower

Data Sources: California School Dashboard Research data files.

WISH Community

Board District: 4 | Region: West | Location Code: 5252

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																						
	Dashboard 2023							Dashboard 2024							Dashboard 2025							
Student Group	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	863	1.0%	-0.6	Declined	Green	3.5%	Lower	849	1.3%	0.3	Increased	Orange	3.2%	Lower	867	1.0%	-0.3	Declined	Green	2.9%	Lower
African American/Black	175	0.6%	-3.9	Declined Significantly	Blue	8.8%	Lower	155	2.6%	2.0	Increased	Orange	8.4%	Lower	134	3.0%	0.4	Increased	Orange	7.7%	Lower
Asian	65	0.0%	-1.5	Declined	Blue	1.1%	Lower	62	1.6%	1.6	Increased	Orange	1.0%	Higher	56	0.0%	-1.6	Declined	Blue	1.0%	Lower
English Learner	30	3.3%	3.3	Increased	Orange	3.7%	Lower	18	0.0%	-3.3	Declined	--	3.4%	--	10	*	*	*	*	3.2%	*
Filipino	8	*	*	*	*	1.3%	*	11	0.0%	--	--	--	1.2%	--	13	0.0%	0.0	Maintained	--	1.1%	--
Latino	218	0.5%	-0.7	Declined	Blue	3.8%	Lower	221	0.0%	-0.5	Declined	Blue	3.4%	Lower	245	1.6%	1.6	Increased	Orange	3.0%	Lower
Socioeconomically Disadvantaged	206	1.5%	-1.5	Declined Significantly	Green	4.5%	Lower	159	1.3%	-0.2	Maintained	Yellow	4.0%	Lower	178	3.4%	2.1	Increased Significantly	Red	3.6%	Lower
Students with Disabilities	136	2.9%	1.4	Increased	Orange	5.9%	Lower	136	1.5%	-1.5	Declined	Green	5.4%	Lower	139	3.6%	2.1	Increased	Orange	5.0%	Lower
Two or More	106	1.9%	1.9	Increased	Orange	3.3%	Lower	122	3.3%	1.4	Increased	Orange	3.0%	Higher	127	0.0%	-3.3	Declined	Blue	2.8%	Lower
White	287	1.7%	1.1	Increased	Orange	2.9%	Lower	274	0.7%	-1.0	Declined Significantly	Blue	2.6%	Lower	288	0.3%	-0.4	Declined	Blue	2.4%	Lower

Data Sources: California School Dashboard Research data files.

WISH Community

Board District: 4 | Region: West | Location Code: 5252

Local Indicators Report

Local Indicators - CA School Dashboard Indicator			
Priority	**2023 Dashboard**	**2024 Dashboard**	**2025 Dashboard**
Basic Services and Conditions (Priority 1)	Standard Met	Standard Met	Standard Met
Implementation of State Academic Standards (Priority 2)	Standard Met	Standard Met	Standard Met
Parent and Family Engagement (Priority 3)	Standard Met	Standard Met	Standard Met
School Climate (Priority 6)	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study (Priority 7)	Standard Met	Standard Met	Standard Met

Data Sources: California School Dashboard Local Indicators Research data files.

WISH Community

Board District: 4 | Region: West | Location Code: 5252

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group									
	2023-2024			2024-2025			2025-2026		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	838	529,902	5,837,690	860	516,685	5,806,221	846	497,105	5,731,260
F/R Meal	16.8%	80.6%	61.6%	17.0%	81.9%	62.7%	16.4%	82.2%	62.4%
GATE	8.5%	11.6%	N/A	23.7%	13.0%	N/A	27.8%	14.1%	N/A
English Learner	2.3%	20.1%	18.4%	1.0%	18.6%	17.4%	0.9%	16.4%	16.2%
Foster Youth	0.0%	0.6%	0.5%	0.1%	0.5%	0.5%	0.1%	0.5%	0.5%
Homeless Youth	0.0%	2.1%	3.6%	0.2%	2.7%	4.0%	0.0%	2.4%	3.8%
Socioeconomically Disadvantaged	17.7%	81.3%	62.7%	17.4%	82.4%	63.6%	16.5%	82.7%	63.1%
Students w/ Disabilities	14.9%	14.8%	13.7%	14.8%	15.6%	14.2%	13.4%	16.4%	14.8%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%	0.0%	0.3%	0.8%
African American/Black	18.4%	7.3%	4.9%	15.5%	7.1%	4.9%	14.5%	7.2%	4.8%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	7.9%	3.4%	9.9%	5.9%	3.3%	10.1%	5.4%	3.3%	10.3%
Filipino	1.2%	1.7%	2.2%	1.5%	1.6%	2.2%	1.7%	1.7%	2.2%
Latino	25.7%	73.8%	56.1%	28.3%	73.6%	56.1%	28.0%	72.9%	56.0%
Native Hawaiian or Pacific Islander	0.4%	0.2%	0.4%	0.5%	0.2%	0.4%	0.4%	0.1%	0.4%
White	32.5%	9.8%	20.3%	33.6%	9.7%	20.0%	35.1%	9.7%	19.7%
Two or More Races	14.1%	2.0%	4.6%	14.7%	2.1%	4.8%	14.9%	2.2%	4.9%
Not Reported	0.0%	1.8%	1.1%	0.1%	2.2%	1.2%	0.0%	2.7%	1.3%

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

WISH Community

Board District: 4 | Region: West | Location Code: 5252

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.

	2023-2024						2024-2025						2025-2026					
	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	2	4%	15,302	6.5%	211,186	10.6%	2	4.9%	13,052	5.9%	198,853	10.4%	2	5.3%	10,142	4.9%	174,300	9.5%
At-Risk 4-5 Years	5	10%	15,717	6.7%	136,188	6.8%	1	2.4%	11,406	5.2%	115,009	6.0%	0	0.0%	11,109	5.4%	113,143	6.2%
EL 0-3 Years	8	16%	60,574	25.7%	519,651	26.0%	4	9.8%	57,726	26.1%	516,862	26.9%	3	7.9%	48,131	23.5%	467,800	25.6%
EL 4+ Years & Not At-Risk or LTEL	4	8%	14,725	6.2%	207,768	10.4%	2	4.9%	13,775	6.2%	178,306	9.3%	3	7.9%	11,946	5.8%	170,621	9.3%
EL Total	19	38%	106,318	45.0%	1,074,793	53.8%	9	22.0%	95,959	43.3%	1,009,030	52.6%	8	21.1%	81,328	39.7%	925,864	50.7%
RFEP	31	62%	129,789	55.0%	924,422	46.2%	32	78.0%	125,465	56.7%	909,298	47.4%	30	78.9%	123,618	60.3%	900,560	49.3%
Total Ever EL	50	100%	236,107	100.0%	1,999,215	100.0%	41	100.0%	221,424	100.0%	1,918,328	100.0%	38	100.0%	204,946	100.0%	1,826,424	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesltel.asp

WISH Community

Board District: 4 | Region: West | Location Code: 5252

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						2025-2026					
	School			Los Angeles Unified			School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	838			529,902			860			516,685			846			497,105		
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**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	125	100.0%	14.9%	78,319	100.0%	14.8%	127	100.0%	14.8%	80,505	100.0%	15.6%	113	100.0%	13.4%	81,470	100.0%	16.4%
High Incidence	76	60.8%	9.1%	52,153	66.6%	9.8%	73	57.5%	8.5%	52,412	65.1%	10.1%	62	54.9%	7.3%	51,757	63.5%	10.4%
Low Incidence	49	39.2%	5.8%	26,162	33.4%	4.9%	54	42.5%	6.3%	28,084	34.9%	5.4%	51	45.1%	6.0%	29,702	36.5%	6.0%
Autism	41	32.8%	4.9%	18,713	23.9%	3.5%	43	33.9%	5.0%	20,802	25.8%	4.0%	41	36.3%	4.8%	22,739	27.9%	4.6%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%	0	0.0%	0.0%	10	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%	0	0.0%	0.0%	172	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%	0	0.0%	0.0%	964	1.2%	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%	0	0.0%	0.0%	1	0.0%	0.0%
Hard of Hearing	2	1.6%	0.2%	971	1.2%	0.2%	2	1.6%	0.2%	931	1.2%	0.2%	1	0.9%	0.1%	903	1.1%	0.2%
Intellectual Disability	3	2.4%	0.4%	3,393	4.3%	0.6%	5	3.9%	0.6%	3,381	4.2%	0.7%	6	5.3%	0.7%	3,259	4.0%	0.7%
Multiple Disabilities	3	2.4%	0.4%	965	1.2%	0.2%	3	2.4%	0.3%	1,035	1.3%	0.2%	2	1.8%	0.2%	1,043	1.3%	0.2%
Other Health Impairment	23	18.4%	2.7%	10,930	14.0%	2.1%	23	18.1%	2.7%	11,596	14.4%	2.2%	20	17.7%	2.4%	12,092	14.8%	2.4%
Orthopedic Impairment	0	0.0%	0.0%	533	0.7%	0.1%	0	0.0%	0.0%	434	0.5%	0.1%	0	0.0%	0.0%	405	0.5%	0.1%
Specific Learning Disability	34	27.2%	4.1%	29,615	37.8%	5.6%	41	32.3%	4.8%	29,368	36.5%	5.7%	37	32.7%	4.4%	28,727	35.3%	5.8%
Speech or Language Impairment	19	15.2%	2.3%	11,608	14.8%	2.2%	9	7.1%	1.0%	11,448	14.2%	2.2%	5	4.4%	0.6%	10,938	13.4%	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%	0	0.0%	0.0%	59	0.1%	0.0%
Visual Impairment	0	0.0%	0.0%	185	0.2%	0.0%	1	0.8%	0.1%	175	0.2%	0.0%	1	0.9%	0.1%	158	0.2%	0.0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Attachment C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
WISH COMMUNITY
BOARD OF EDUCATION REPORT 108 – 26/27
October 13, 2026

I. Category of Proposed Action:
The proposed action would renew the charter for six(6) years, beginning July 1, 2027 until June 30, 2033 to serve up to 847 students in grades TK-8 in each year of the charter term.

II. Summary Description of Current District Practice:
Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:
The approval of this charter petition would renew the charter of WISH Community for six (6) years beginning July 1, 2027 until June 30, 2033.

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. Student Integration Services provided feedback for the charter petition to ensure compliance.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

Yolanda Jordan
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

File #: Rep-071-26/27, **Version:** 1 **Agenda Date:** 10/13/2026
In Control: Charter Schools Division

Approval of the Renewal Petition for Alliance Margaret M. Bloomfield Technology Academy High [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Alliance Margaret M. Bloomfield Technology Academy High) Recommends approval of the renewal petition for Alliance Margaret M. Bloomfield Technology Academy High, a Middle performing, Start-Up Independent charter school, located in Board District 5 and Region East, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 500 students in grades 9-12 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Alliance Margaret M. Bloomfield Technology Academy High ("Charter School"), a Start-Up Independent charter school, located in Board District 5 and Region East, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 500 students in grades 9-12 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
Alliance Margaret M. Bloomfield Technology Academy High is a 9-12 high school currently serving 597 students on a private facility at 7907 Santa Fe Avenue, Huntington Park, CA, 90255 in Board District 5 and Region East. Alliance Margaret M. Bloomfield Technology Academy High was originally approved by the LAUSD Board of Education on June 7, 2011. On November 24, 2020, the charter school was renewed for a five-year term to serve 500 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Alliance Margaret M. Bloomfield Technology Academy High expires June 30, 2027.

On July 16, 2026, Alliance Margaret M. Bloomfield Technology Academy High submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through October 14, 2026.

An initial Public Hearing was held on August 25, 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 Alliance Margaret M. Bloomfield Technology Academy High governing board members complete questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. Additionally, resumes and due diligence forms are requested from Alliance Margaret M. Bloomfield Technology Academy High's Lead Petitioner; Executive Director/Chief Executive Officer or equivalent; Principal or equivalent; Financial manager or equivalent; and Chief Financial Officer or equivalent, as applicable. A confidential due diligence review of the charter school, the governing organization, and school's leaders, may be conducted by the Office of the Inspector General (OIG) as appropriate, and to the extent the OIG identifies any material concerns, 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 14 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, applicable policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms set forth in Charter School's renewal petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the renewal petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2027.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal 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 renewal 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. 071, 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's renewal petition.

Policy Implications:
All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact:
State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law, including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA

Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:
As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

Issues and Analysis:
If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:
Signature Page
Attachment A- Staff Assessment and Recommendation Report
Attachment B- Alliance Margaret M. Bloomfield Technology Academy High Data Set
Attachment C- Desegregation Impact Statement

Budget, Petition, CORE Data (if applicable), and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1S2lL_Zy_CWk4UllYruI-6BLpg2Ulok7Z?usp=sharing>

Submitted:
09/17/26

RESPECTFULLY SUBMITTED,

ANDRÉS E. CHAIT
Superintendent of Schools

APPROVED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Division of Data, Strategy, and Innovation

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 071-26/27
October 13, 2026

School Name:	**Alliance Margaret M. Bloomfield Technology Academy High**		BOARD IS REQUIRED TO TAKE ACTION BY: October 14, 2026
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Alliance College-Ready Public Schools**		
Location Code:	**7686**		
Type of Site(s):	**Private**		
Site Address(es):	**7907 Santa Fe Avenue, Huntington Park, CA 90255**		
Board District(s):	**5**	Region(s):	**East**
Grade Levels Served:	**9-12**	Current Enrollment:	**597**
Grade Levels Authorized in Current Charter:	**9-12**	Approved Enrollment in Current Charter:	**500**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2026 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval for a five (5)-year term (2027-2032)**		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Alliance Margaret M. Bloomfield Technology Academy High ("Alliance Bloomfield" or "Charter School"), located in Board District 5 and Region East, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 500 students in grades 9-12 in each year of the charter term.

II. RENEWAL REQUIREMENTS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 14 elements required for petitions, an affirmation of each of the

conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
These criteria have been determined not to be bases for denial.

- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
  These criteria have been determined not to be bases for denial.

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)
  These criteria have been determined not to be bases for denial.

Charter Petition Requirement:
In accordance with Education Code section 47611.5, a charter school charter shall contain a declaration regarding whether or not the charter school shall be deemed the exclusive public school employer of the employees at the charter school for the purposes of Section 3540.1 of the Government Code, and that declaration shall not be materially inconsistent with the charter.

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?
  This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	Alliance Margaret M. Bloomfield Technology Academy High
Initial Authorization:	On June 7, 2011, Alliance Margaret M. Bloomfield Technology Academy High (formerly named College-Ready Academy High School #18) was authorized by the LAUSD Board of Education to serve 570 students in grades 9-12.
Most Recent Renewal:	The charter was renewed on November 24, 2020, for a five-year term (July 1, 2021 - June 30, 2026) to serve up to 500 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term Alliance Margaret M. Bloomfield Technology Academy High expires June 30, 2027.

	Alliance Margaret M. Bloomfield Technology Academy High
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on September 28, 2021, to add an admissions preference.
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Alliance Bloomfield submitted its renewal petition application on July 16, 2026. The 90-day statutory timeline for Board action on the petition runs through October 14, 2026.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Alliance Bloomfield implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Alliance Bloomfield participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Alliance Margaret M. Bloomfield Technology Academy High is operated by Alliance College-Ready Public Schools ("Alliance"), a California nonprofit public benefit corporation that also operates 21 other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

A. Summary

Alliance Bloomfield has been identified by the state as a Middle performing charter school. The recommendation for renewal considers the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard ("Dashboard"), and whether there was clear and convincing verified data evidence showing the charter school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School's Dashboard performance was higher than the state in English Language Arts (ELA), Math, Science, English Learner Progress Indicator (ELPI), and College and Career Indicator (CCI). The charter school submitted verified data. The recommendation of approval is based on a holistic review of the charter school, including performing higher than the state for the majority of applicable academic indicators.

Please see the Alliance Margaret M. Bloomfield Technology Academy High data set.

a. 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.

Alliance Margaret M Bloomfield Technology Academy High Dashboard Indicators

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
Dashboard 2023	Blue	Yellow	Not Applicable	Red	Medium	Not Applicable	Blue	Green
Dashboard 2024	Green	Orange	No Performance Color	Green	Green	Not Applicable	Blue	Orange
Dashboard 2025	Green	Green	Green	Green	Yellow	Not Applicable	Blue	Green

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

b. English Language Arts Indicator

In 2023, 2024, and 2025 in English Language Arts (ELA), the charter school's DFS was higher than the state for All Students, and for all numerically significant student groups.

Alliance Margaret M Bloomfield Technology Academy High - English Language Arts Indicator - 2023 Dashboard

Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**141**	**50.0**	**-13.6**	**Higher**
Latino	100%	139	50.2	-40.2	Higher
English Learner	100%	32	-57.4	-67.7	Higher
Socioeconomically Disadvantaged	100%	133	50.7	-42.6	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Margaret M Bloomfield Technology Academy High - English Language Arts Indicator - 2024 Dashboard

Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**117**	**37.6**	**-13.2**	**Higher**
Latino	100%	115	40.0	-39.3	Higher
Socioeconomically Disadvantaged	100%	113	38.8	-40.9	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Margaret M Bloomfield Technology Academy High - English Language Arts Indicator - 2025 Dashboard

Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**140**	**51.6**	**-8.1**	**Higher**
Latino	100%	140	51.6	-33.7	Higher
Socioeconomically Disadvantaged	100%	135	51.8	-35.3	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

c. 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 in Math, the charter school's DFS was lower than the state for All Students, and all numerically significant

student groups. In 2025 in Math, the charter school's DFS was higher than the state for All Students, and higher than the state for two of three numerically significant student groups.

Alliance Margaret M Bloomfield Technology Academy High - Mathematics Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**141**	**-76.3**	**-49.1**	**Lower**
Latino	100%	139	-77.1	-80.8	Higher
English Learner	100%	32	-169.2	-93.4	Lower
Socioeconomically Disadvantaged	100%	133	-78.0	-80.8	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Margaret M Bloomfield Technology Academy High - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**118**	**-90.2**	**-47.6**	**Lower**
Latino	99%	116	-87.5	-79.2	Lower
English Learner	100%	30	-124.4	-93.4	Lower
Socioeconomically Disadvantaged	99%	114	-91.0	-78.2	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Margaret M Bloomfield Technology Academy High - Mathematics Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**141**	**-36.3**	**-42.4**	**Higher**
Latino	100%	141	-36.3	-73.6	Higher
English Learner	100%	30	-101.2	-86.1	Lower
Socioeconomically Disadvantaged	100%	136	-35.3	-72.9	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

d. Science Indicator

In 2024 and 2025 in Science, the charter school's Science Points were higher than the state for All Students, and for all numerically significant student groups.

Alliance Margaret M Bloomfield Technology Academy High - Science Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**100%**	**118**	**58.1**	**51.2**	**Higher**
Latino	100%	116	58.5	45.4	Higher
English Learner	100%	30	51.4	39.0	Higher
Socioeconomically Disadvantaged	100%	114	58.3	45.6	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Margaret M Bloomfield Technology Academy High - Science Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**100%**	**144**	**58.9**	**52.6**	**Higher**
Latino	100%	144	58.9	47.1	Higher
English Learner	100%	31	48.7	41.1	Higher
Socioeconomically Disadvantaged	100%	139	58.6	47.1	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

e. English Learner Progress Indicator

In 2023 on the English Learner Progress Indicator (ELPI), the charter school's English Learner Progress Rate was lower than the state. In 2024 and 2025 on the ELPI, the charter school's English Learner Progress Rate was higher than the state.

Alliance Margaret M Bloomfield Technology Academy High - English Learner Progress Indicator - 2023 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	80	36.3%	48.7%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Margaret M Bloomfield Technology Academy High - English Learner Progress Indicator - 2024 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	85	47.1%	45.7%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Margaret M Bloomfield Technology Academy High - English Learner Progress Indicator - 2025 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	86	51.2%	46.4%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

f. College/Career Indicator

In 2023, 2024, and 2025, the charter school's percentage of high school graduates prepared for college or a career was higher than the state for All Students, and for all numerically significant student groups.

Alliance Margaret M Bloomfield Technology Academy High - College/Career Indicator - 2023 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**127**	**48.8%**	**43.9%**	**Higher**
Latino	123	48.8%	35.5%	Higher
Socioeconomically Disadvantaged	126	48.4%	35.4%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Margaret M Bloomfield Technology Academy High - College/Career Indicator - 2024 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**137**	**59.1%**	**45.3%**	**Higher**
Latino	135	58.5%	37.4%	Higher
English Learner	30	20.0%	17.2%	Higher
Socioeconomically Disadvantaged	134	58.2%	37.4%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Margaret M Bloomfield Technology Academy High - College/Career Indicator - 2025 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**112**	**56.3%**	**51.7%**	**Higher**
Latino	110	57.3%	45.1%	Higher
Socioeconomically Disadvantaged	111	56.8%	44.8%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

g. Chronic Absenteeism Indicator
Not applicable

h. Graduation Rate Indicator [HS only]
In 2023, 2024, and 2025, the charter school's percentage of graduated students was higher than the state for All Students, and for all numerically significant student groups. Alliance Bloomfield's students must meet A-G requirements with a grade of "C" or better.

i. Suspension Rate Indicator
In 2023 and 2024, the charter school's percentage of students suspended at least once was lower than the state for All Students, and for all numerically significant student groups. In 2025, the charter school's percentage of students suspended at least once was lower than the state for All Students, and higher than the state for three of five numerically significant student groups.

j. Dashboard Local Indicators
Staff also considered the Local Indicators (e.g., Basics: 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 categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit

following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for Alliance Bloomfield outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2024-2025	*Developing*
2025-2026	*Proficient*
Concerns	The rating of *Developing* in 2024-2025 was primarily due to the Alliance charter schools' pattern of financial practices related to certain expenditures, as well as delays in depositing school-site funds. Alliance represented to the District that the expenditures reviewed by the District were funded through philanthropic/private sources and provided supporting documentation. The CSD will continue to monitor these matters through the oversight process.

VI. VERIFIED DATA

Charter schools satisfying the Middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school's achieved measurable increases in academic achievement, or strong postsecondary outcomes for the timeframe specified in law. (Ed. Code, § 47607.2(b)(3).)

Alliance Bloomfield provided verified data as part of its renewal application. The verified data was considered by staff. Ultimately, the school's performance on the California Dashboard informed the District's recommendation for approval.

VII. SUPPLEMENTAL INFORMATION

The California Department of Education (CDE) specified that, "The CORE growth model was not adopted by the California State Board of Education (SBE) as verified data."[1] The CDE further specified that, "CAASPP reported data can only be used in a manner consistent with the data reported on the CAASPP website and Dashboard. CAASPP data, and methodologies for analyzing CAASPP data (e.g., CORE Student Growth Percentiles) that are mutually agreed upon by the chartering authority and charter school, may be used to supplement Dashboard results. However, CAASPP data may not be used to dispute the Dashboard results."[2]

Charter School signed an agreement with LAUSD to submit CORE. Charter School submitted CORE Student Growth Percentiles to be used to supplement Dashboard results which was considered as part of the renewal analysis.

VIII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Alliance Margaret M. Bloomfield Technology Academy High's ending net assets are positive and have been upward trending since the 2021-2022 fiscal year.

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Ending Net Assets	$5,001,672	$7,346,870	$8,149,966	$8,493,082	$8,614,938
Net Income/Loss	$1,466,249	$2,345,198	$803,096	$343,116	$121,856
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment [A]	576	580	594	568	597

[A] The CSD will continue to monitor Alliance Margaret M. Bloomfield Technology Academy High's enrollment in accordance with established procedures, and will take appropriate actions to ensure Charter School's alignment with the approved capacity. Per the charter operator, the school accepts a higher number of students due to high attrition rates throughout the school year (2025-2026 month 10 enrollment was 565). The charter school operator will continue to monitor and adjust, as needed, based on ongoing trends in order to align actual enrollment and approved capacity. CSD will continue to follow up, as needed.

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

[1] https://www.cde.ca.gov/sp/ch/verifdatafaqs.asp#can-core-data-be-used-as-verified-data-updated-06-jun-2023
[2] https://www.cde.ca.gov/sp/ch/verifdatacrit.asp

c. Other Significant Fiscal Information

The financial condition of the charter operator is summarized in the table below.

Alliance College-Ready Public Schools					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Ending Net Assets	Net Income / (Loss)	Ending Net Assets	Net Income / (Loss)
23 [1]	23 [1]	$196,339,482	($14,114,517) [2]	$33,902,657	($7,009,544) [2]

[1] Effective June 30, 2025, Alliance Tennenbaum Family Technology High ("Alliance Tennenbaum") was closed following the Alliance Board's March 12, 2025, approval to voluntarily surrender Alliance Tennenbaum's charter, citing existing and projected enrollment trends and related fiscal and operational challenges. As such, there are 22 Alliance charter schools in School Years 2025-2026 and 2026-2027 that are operational and authorized by LAUSD.

[2] The Alliance organization reported a net loss of more than $14 million for the 2025-2026 school year including its related parties and charter schools, and a net loss of more than $7 million excluding its related parties and charter schools. Alliance explained that the losses were primarily driven by several one-time events, including:

- Approximately $7 million in net losses were incurred by 17 of its 23 Alliance charter schools. According to Alliance, these losses were primarily attributable to the expiration of one-time pandemic-related funding, declines in enrollment, and higher-than-expected operating costs. Alliance asserted that the affected charter schools used their reserves to maintain program quality during the fiscal year.
- The remaining $7 million net loss reported by the Alliance Home Office was primarily attributable to additional expenditures for strategic, non-recurring investments, including the Human Resources Information System ("HRIS"), innovation and attendance initiatives, curriculum review, career and internship programs, and college persistence efforts.

Notwithstanding the net losses, the Alliance organization reported positive ending net assets of approximately $196.3 million, including its related parties and charter schools, and approximately $33.9 million, excluding its related parties and charter schools, as of June 30, 2025.

Alliance Margaret M. Bloomfield Technology Academy High

Board District: 5 | Region: East | Location Code: 7686

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	141	50.0	31.3	Increased Significantly	Blue	-13.6	Higher	100%	117	37.6	-12.4	Declined	Green	-13.2	Higher	100%	140	51.6	14.0	Increased	Green	-8.1	Higher
English Learner	100%	32	-57.4	52.7	Increased Significantly	--	-67.7	Higher	100%	28	-7.5	49.9	Increased Significantly	--	-67.6	--	100%	29	-33.5	-26.0	Declined Significantly	--	-59.9	--
Latino	100%	139	50.2	34.7	Increased Significantly	Blue	-40.2	Higher	100%	115	40.0	-10.2	Declined	Green	-39.3	Higher	100%	140	51.6	11.6	Increased	Green	-33.7	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	100%	15	-24.6	52.9	Increased Significantly	--	-109.6	--	100%	12	-98.3	-73.7	Declined Significantly	--	-104.5	--
Socioeconomically Disadvantaged	100%	133	50.7	31.2	Increased Significantly	Blue	-42.6	Higher	100%	113	38.8	-11.9	Declined	Green	-40.9	Higher	100%	135	51.8	13.0	Increased	Green	-35.3	Higher
Students with Disabilities	100%	16	-0.7	96.5	Increased Significantly	--	-96.3	--	100%	17	-10.9	-10.2	Declined	--	-95.6	--	100%	15	-76.9	-66.1	Declined Significantly	--	-89.4	--

Data Sources: California School Dashboard Research data files.

Alliance Margaret M. Bloomfield Technology Academy High

Board District: 5 | Region: East | Location Code: 7686

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	141	-76.3	22.5	Increased Significantly	Yellow	-49.1	Lower	99%	118	-90.2	-13.9	Declined	Orange	-47.6	Lower	100%	141	-36.3	53.9	Increased Significantly	Green	-42.4	Higher
English Learner	100%	32	-169.2	2.2	Maintained	--	-93.4	Lower	100%	30	-124.4	44.8	Increased Significantly	Orange	-93.4	Lower	100%	30	-101.2	23.2	Increased Significantly	Yellow	-86.1	Lower
Latino	100%	139	-77.1	23.3	Increased Significantly	Yellow	-80.8	Higher	99%	116	-87.5	-10.4	Declined	Orange	-79.2	Lower	100%	141	-36.3	51.3	Increased Significantly	Green	-73.6	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	100%	15	-124.5	67.7	Increased Significantly	--	-163.5	--	100%	12	-157.3	-32.9	Declined Significantly	--	-158.9	--
Socioeconomically Disadvantaged	100%	133	-78.0	21.6	Increased Significantly	Yellow	-80.8	Higher	99%	114	-91.0	-13.0	Declined	Orange	-78.2	Lower	100%	136	-35.3	55.7	Increased Significantly	Green	-72.9	Higher
Students with Disabilities	100%	16	-54.3	158.4	Increased Significantly	--	-127.3	--	100%	17	-116.8	-62.5	Declined Significantly	--	-124.3	--	100%	15	-110.1	6.7	Increased	--	-120.7	--

Data Sources: California School Dashboard Research data files.

Alliance Margaret M. Bloomfield Technology Academy High

Board District: 5 | Region: East | Location Code: 7686

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														
	Dashboard 2024						Dashboard 2025							
Student Group	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%	118	58.1	--	51.2	Higher	100%	144	58.9	0.8	Maintained	Green	52.6	Higher
English Learner	100%	30	51.4	--	39.0	Higher	100%	31	48.7	-2.6	Declined	Yellow	41.1	Higher
Latino	100%	116	58.5	--	45.4	Higher	100%	144	58.9	0.4	Maintained	Green	47.1	Higher
Long-Term English Learner	100%	15	52.3	--	32.8	--	100%	12	36.8	-15.5	Declined Significantly	--	34.0	--
Socioeconomically Disadvantaged	100%	114	58.3	--	45.6	Higher	100%	139	58.6	0.4	Maintained	Green	47.1	Higher
Students with Disabilities	100%	17	53.3	--	36.7	--	100%	15	41.5	-11.8	Declined Significantly	--	38.3	--

Data Sources: California School Dashboard Research data files.

Alliance Margaret M. Bloomfield Technology Academy High

Board District: 5 | Region: East | Location Code: 7686

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 30 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	80	36.3%	-18.7	Declined Significantly	Red	48.7%	Lower	85	47.1%	10.8	Increased Significantly	Green	45.7%	Higher	86	51.2%	4.1	Increased	Green	46.4%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	67	43.3%	7.5	Increased	Yellow	45.8%	Lower	67	46.3%	3.0	Increased	Green	49.1%	Lower

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	33.8%	1.3%	33.8%	27.5%	45.7%	2.3%	32.2%	18.3%
2024	EL	44.7%	0.0%	22.4%	30.6%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	40.3%	0.0%	19.4%	37.3%	41.6%	3.4%	28.5%	24.7%
2025	EL	51.2%	0.0%	33.7%	15.1%	44.6%	1.3%	35.5%	17.2%
2025	LTEL	46.3%	0.0%	34.3%	19.4%	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.

Alliance Margaret M. Bloomfield Technology Academy High

Board District: 5 | Region: East | Location Code: 7686

CA School Dashboard: Academic Performance - College / Career

This report shows the percentage of current graduates who meet specific College/Career Indicator (CCI) "prepared" criteria for all student groups in grades 9-12. For the 2023 Dashboard, the CCI will report the most current year data or "status only". Therefore the CCI will have performance displayed using one of five Status levels that range between Very Low (lowest performance), Low, Medium, High, and Very High (highest performance). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

College / Career Academic Indicator (CCI) - CA School Dashboard Indicator																		
	Dashboard 2023					Dashboard 2024							Dashboard 2025					
Student Group	Students	CCI	Status Level	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State
All Students	127	48.8%	Medium	43.9%	Higher	137	59.1%	10.3	Increased	Green	45.3%	Higher	112	56.3%	-9.4	Declined	Yellow	51.7%	Higher
English Learner	21	19.0%	Low	15.3%	--	30	20.0%	1.0	Maintained	--	17.2%	Higher	27	44.4%	17.8	Increased	--	24.3%	--
Latino	123	48.8%	Medium	35.5%	Higher	135	58.5%	9.7	Increased	Green	37.4%	Higher	110	57.3%	-7.9	Declined	Yellow	45.1%	Higher
Long-Term English Learner	--	--	--	--	--	23	13.0%	6.4	Increased	--	16.5%	--	21	42.9%	21.1	Increased	--	24.9%	--
Socioeconomically Disadvantaged	126	48.4%	Medium	35.4%	Higher	134	58.2%	9.8	Increased	Green	37.4%	Higher	111	56.8%	-8.2	Declined	Yellow	44.8%	Higher
Students with Disabilities	18	5.6%	Very Low	12.3%	--	16	56.3%	50.7	Increased	--	13.5%	--	16	25.0%	-31.3	Declined	--	18.7%	--

Data Sources: California School Dashboard Research data files.

Alliance Margaret M. Bloomfield Technology Academy High

Board District: 5 | Region: East | Location Code: 7686

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	617	0.8%	-0.8	Declined	Green	3.5%	Lower	606	2.1%	1.3	Increased	Orange	3.2%	Lower	621	1.8%	-0.4	Declined	Green	2.9%	Lower
English Learner	105	1.0%	-1.1	Declined	Green	3.7%	Lower	106	1.9%	0.9	Increased	Orange	3.4%	Lower	109	6.4%	4.5	Increased	Orange	3.2%	Higher
Homeless Youth	14	0.0%	0.0	Maintained	--	6.5%	--	20	10.0%	10.0	Increased	--	5.7%	--	25	4.0%	-6.0	Declined	--	5.1%	--
Latino	607	0.8%	-0.9	Declined	Green	3.8%	Lower	601	2.2%	1.3	Increased	Orange	3.4%	Lower	614	1.6%	-0.5	Declined	Green	3.0%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	83	2.4%	1.2	Increased	Orange	8.1%	Lower	79	8.9%	6.5	Increased	Orange	7.0%	Higher
Socioeconomically Disadvantaged	586	0.9%	-0.9	Declined	Green	4.5%	Lower	582	2.2%	1.4	Increased	Orange	4.0%	Lower	594	1.9%	-0.4	Declined	Green	3.6%	Lower
Students with Disabilities	75	0.0%	-2.7	Declined	Blue	5.9%	Lower	76	1.3%	1.3	Increased	Yellow	5.4%	Lower	89	5.6%	4.3	Increased	Orange	5.0%	Higher

Data Sources: California School Dashboard Research data files.

Alliance Margaret M. Bloomfield Technology Academy High

Board District: 5 | Region: East | Location Code: 7686

CA School Dashboard: Graduation Rate Indicator

This report shows the combined four- and five-year graduation rate for comprehensive (or traditional) high schools and Dashboard Alternative School Status (DASS) schools for all student groups in grades 9-12. This rate is based on the number of high school students who graduate with a regular high school diploma in either four or five years. The 2025 Graduation Rate Indicator includes students from the most recent graduation cohort (Class of 2025) as well as students from the prior cohort (Class of 2024) who graduated in their fifth year of high school in 2023-25. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Graduation Rate Indicator - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State
All Students	127	96.1%	0.0	Maintained	Blue	86.4%	Higher	137	97.1%	1.0	Increased	Blue	86.7%	Higher	112	95.5%	-1.5	Declined	Blue	87.8%	Higher
English Learner	21	85.7%	-4.8	Declined	--	73.5%	--	30	90.0%	4.3	Increased	--	77.9%	Higher	27	88.9%	-1.1	Declined	--	79.7%	--
Latino	123	95.9%	0.1	Maintained	Blue	84.2%	Higher	135	97.0%	1.1	Increased	Blue	85.3%	Higher	110	95.5%	-1.6	Declined	Blue	86.9%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	23	91.3%	-8.7	Declined Significantly	--	80.8%	--	21	90.5%	-0.8	Maintained	--	84.0%	--
Socioeconomically Disadvantaged	126	96.0%	0.0	Maintained	Blue	83.7%	Higher	134	97.0%	1.0	Increased	Blue	84.4%	Higher	111	95.5%	-1.5	Declined	Blue	86.2%	Higher
Students with Disabilities	18	100.0%	0.0	Maintained	--	72.7%	--	16	93.8%	-6.3	Declined Significantly	--	74.4%	--	16	81.3%	-12.5	Declined Significantly	--	77.1%	--

Data Sources: California School Dashboard Research data files.

Alliance Margaret M. Bloomfield Technology Academy High

Board District: 5 | Region: East | Location Code: 7686

Local Indicators Report

Local Indicators - CA School Dashboard Indicator			
Priority	**2023 Dashboard**	**2024 Dashboard**	**2025 Dashboard**
Basic Services and Conditions (Priority 1)	Standard Met	Standard Met	Standard Met
Implementation of State Academic Standards (Priority 2)	Standard Met	Standard Met	Standard Met
Parent and Family Engagement (Priority 3)	Standard Met	Standard Met	Standard Met
School Climate (Priority 6)	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study (Priority 7)	Standard Met	Standard Met	Standard Met

Data Sources: California School Dashboard Local Indicators Research data files.

Alliance Margaret M. Bloomfield Technology Academy High

Board District: 5 | Region: East | Location Code: 7686

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group									
	2023-2024			2024-2025			2025-2026		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	589	529,902	5,837,690	565	516,685	5,806,221	590	497,105	5,731,260
F/R Meal	96.3%	80.6%	61.6%	95.8%	81.9%	62.7%	95.4%	82.2%	62.4%
GATE	5.9%	11.6%	N/A	3.9%	13.0%	N/A	3.2%	14.1%	N/A
English Learner	17.0%	20.1%	18.4%	16.8%	18.6%	17.4%	17.6%	16.4%	16.2%
Foster Youth	0.3%	0.6%	0.5%	0.4%	0.5%	0.5%	0.5%	0.5%	0.5%
Homeless Youth	3.2%	2.1%	3.6%	3.9%	2.7%	4.0%	3.4%	2.4%	3.8%
Socioeconomically Disadvantaged	96.9%	81.3%	62.7%	96.3%	82.4%	63.6%	95.9%	82.7%	63.1%
Students w/ Disabilities	12.6%	14.8%	13.7%	13.8%	15.6%	14.2%	16.3%	16.4%	14.8%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%	0.5%	0.3%	0.8%
African American/Black	0.5%	7.3%	4.9%	0.4%	7.1%	4.9%	0.3%	7.2%	4.8%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.0%	3.4%	9.9%	0.0%	3.3%	10.1%	0.0%	3.3%	10.3%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%	0.0%	1.7%	2.2%
Latino	99.2%	73.8%	56.1%	99.1%	73.6%	56.1%	99.2%	72.9%	56.0%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%	0.0%	0.1%	0.4%
White	0.2%	9.8%	20.3%	0.4%	9.7%	20.0%	0.2%	9.7%	19.7%
Two or More Races	0.0%	2.0%	4.6%	0.0%	2.1%	4.8%	0.2%	2.2%	4.9%
Not Reported	0.2%	1.8%	1.1%	0.2%	2.2%	1.2%	0.2%	2.7%	1.3%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp

Alliance Margaret M. Bloomfield Technology Academy High

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Long-Term English Learners (LTEL) and “At-Risk”

Note: The “EL Total” column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the “English Learners” heading. The “Total (Ever-EL)” column displays the summed total of the data in the “RFEP” column plus the data in the four columns under the “English Learners” heading OR the data in the “EL Total” column, but not both. The percent values displayed in this report are calculated as a percent of the “Total (Ever-EL)” which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

	2023-2024						2024-2025						2025-2026					
	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	54	12.8%	15,302	6.5%	211,186	10.6%	52	12.9%	13,052	5.9%	198,853	10.4%	61	15.0%	10,142	4.9%	174,300	9.5%
At-Risk 4-5 Years	4	1.0%	15,717	6.7%	136,188	6.8%	8	2.0%	11,406	5.2%	115,009	6.0%	0	0.0%	11,109	5.4%	113,143	6.2%
EL 0-3 Years	16	3.8%	60,574	25.7%	519,651	26.0%	14	3.5%	57,726	26.1%	516,862	26.9%	19	4.7%	48,131	23.5%	467,800	25.6%
EL 4+ Years & Not At-Risk or LTEL	26	6.2%	14,725	6.2%	207,768	10.4%	21	5.2%	13,775	6.2%	178,306	9.3%	24	5.9%	11,946	5.8%	170,621	9.3%
EL Total	100	23.8%	106,318	45.0%	1,074,793	53.8%	95	23.6%	95,959	43.3%	1,009,030	52.6%	104	25.6%	81,328	39.7%	925,864	50.7%
RFEP	321	76.2%	129,789	55.0%	924,422	46.2%	308	76.4%	125,465	56.7%	909,298	47.4%	303	74.4%	123,618	60.3%	900,560	49.3%
Total Ever EL	421	100.0%	236,107	100.0%	1,999,215	100.0%	403	100.0%	221,424	100.0%	1,918,328	100.0%	407	100.0%	204,946	100.0%	1,826,424	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesltel.asp

Alliance Margaret M. Bloomfield Technology Academy High

Board District: 5 | Region: East | Location Code: 7686

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						2025-2026					
	School			Los Angeles Unified			School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	589			529,902			565			516,685			590			497,105		
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**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	74	100.0%	12.6%	78,319	100.0%	14.8%	78	100.0%	13.8%	80,505	100.0%	15.6%	96	100.0%	16.3%	81,470	100.0%	16.4%
High Incidence	58	78.4%	9.8%	52,153	66.6%	9.8%	62	79.5%	11.0%	52,412	65.1%	10.1%	84	87.5%	14.2%	51,757	63.5%	10.4%
Low Incidence	16	21.6%	2.7%	26,162	33.4%	4.9%	16	20.5%	2.8%	28,084	34.9%	5.4%	12	12.5%	2.0%	29,702	36.5%	6.0%
Autism	11	14.9%	1.9%	18,713	23.9%	3.5%	11	14.1%	1.9%	20,802	25.8%	4.0%	9	9.4%	1.5%	22,739	27.9%	4.6%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%	0	0.0%	0.0%	10	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%	0	0.0%	0.0%	172	0.2%	0.0%
Emotional Disturbance	0	0.0%	0.0%	1,148	1.5%	0.2%	1	1.3%	0.2%	1,082	1.3%	0.2%	1	1.0%	0.2%	964	1.2%	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%	0	0.0%	0.0%	1	0.0%	0.0%
Hard of Hearing	3	4.1%	0.5%	971	1.2%	0.2%	2	2.6%	0.4%	931	1.2%	0.2%	2	2.1%	0.3%	903	1.1%	0.2%
Intellectual Disability	2	2.7%	0.3%	3,393	4.3%	0.6%	2	2.6%	0.4%	3,381	4.2%	0.7%	0	0.0%	0.0%	3,259	4.0%	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%	0	0.0%	0.0%	1,043	1.3%	0.2%
Other Health Impairment	19	25.7%	3.2%	10,930	14.0%	2.1%	11	14.1%	1.9%	11,596	14.4%	2.2%	17	17.7%	2.9%	12,092	14.8%	2.4%
Orthopedic Impairment	0	0.0%	0.0%	533	0.7%	0.1%	0	0.0%	0.0%	434	0.5%	0.1%	0	0.0%	0.0%	405	0.5%	0.1%
Specific Learning Disability	37	50.0%	6.3%	29,615	37.8%	5.6%	49	62.8%	8.7%	29,368	36.5%	5.7%	64	66.7%	10.8%	28,727	35.3%	5.8%
Speech or Language Impairment	2	2.7%	0.3%	11,608	14.8%	2.2%	2	2.6%	0.4%	11,448	14.2%	2.2%	3	3.1%	0.5%	10,938	13.4%	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%	0	0.0%	0.0%	59	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%	0	0.0%	0.0%	158	0.2%	0.0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Attachment C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
ALLIANCE MARGARET M. BLOOMFIELD TECHNOLOGY ACADEMY HIGH
BOARD OF EDUCATION REPORT 071 – 26/27
October 13, 2026

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2027 until June 30, 2032 to serve up to 500 students in grades 9-12 in each year of the charter term.

II. Summary Description of Current District Practice:
Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:
The approval of this charter petition would renew the charter of Alliance Margaret M. Bloomfield Technology Academy High for five (5) years beginning July 1, 2027 until June 30, 2032.

IV. Effects of This Proposal:
The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:
If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services. Student Integration Services provided feedback for the charter petition to ensure compliance.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:
Kristi Maar
Kristi Maar
Specialist
Charter Schools Division

APPROVED BY:
KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

File #: Rep-067-26/27, **Version:** 1 **Agenda Date:** 10/13/2026
In Control: Charter Schools Division

Approval of the Renewal Petition for Alliance Dr. Olga Mohan High [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Alliance Dr. Olga Mohan High) Recommends approval of the renewal petition for Alliance Dr. Olga Mohan High, a Middle performing, Start-Up Independent charter school, located in Board District 5 and Region East, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 450 students in grades 9-12 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Alliance Dr. Olga Mohan High ("Charter School"), a Start-Up Independent charter school, located in Board District 5 and Region East, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 450 students in grades 9-12 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
Alliance Dr. Olga Mohan High is a 9-12 high school currently serving 417 students on a District facility at 644 W. 17th Street, Los Angeles, CA, 90015 in Board District 5 and Region East. Alliance Dr. Olga Mohan High was originally approved by the LAUSD Board of Education on March 7, 2006. On September 25, 2018, the charter school was renewed for a five-year term to serve 450 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Alliance Dr. Olga Mohan High expires June 30, 2027.

On July 16, 2026, Alliance Dr. Olga Mohan High submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through October 14, 2026.

An initial Public Hearing was held on August 25, 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 Alliance Dr. Olga Mohan High governing board members complete questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. Additionally, resumes and due diligence forms are requested from Alliance Dr. Olga Mohan High's Lead Petitioner; Executive Director/Chief

Executive Officer or equivalent; Principal or equivalent; Financial manager or equivalent; and Chief Financial Officer or equivalent, as applicable. A confidential due diligence review of the charter school, the governing organization, and school's leaders, may be conducted by the Office of the Inspector General (OIG) as appropriate, and to the extent the OIG identifies any material concerns, 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 14 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, applicable policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms set forth in Charter School's renewal petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the renewal petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2027.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal 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 renewal 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. 067, 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's renewal petition.

Policy Implications:
All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact:
State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law, including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend

their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:
As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

Issues and Analysis:
If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:
Signature Page
Attachment A- Staff Assessment and Recommendation Report
Attachment B- Alliance Dr. Olga Mohan High Data Set
Attachment C- Desegregation Impact Statement

Budget, Petition, CORE Data (if applicable), and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1DTmTlfIgar6FuTa-oJgajpix_XeU9Iij?usp=sharing>

Submitted:
9/17/26

RESPECTFULLY SUBMITTED,

ANDRÉS E. CHAIT
Superintendent of Schools

APPROVED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Division of Data, Strategy, and Innovation

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 067-26/27
October 13, 2026

School Name:	**Alliance Dr. Olga Mohan High**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 14, 2026**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Alliance College-Ready Public Schools**		
Location Code:	**8823**		
Type of Site(s):	**District – Lease Agreement**		
Site Address(es):	**644 W. 17th Street, Los Angeles, CA 90015**		
Board District(s):	**5**	Region(s):	**East**
Grade Levels Served:	**9-12**	Current Enrollment:	**417**
Grade Levels Authorized in Current Charter:	**9-12**	Approved Enrollment in Current Charter:	**450**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2026 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval for a five (5)-year term (2027-2032)**		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Alliance Dr. Olga Mohan High ("Alliance Mohan" or "Charter School"), located in Board District 5 and Region East, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 450 students in grades 9-12 in each year of the charter term.

II. RENEWAL REQUIREMENTS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 14 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
  These criteria have been determined not to be bases for denial.

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)
  These criteria have been determined not to be bases for denial.

Charter Petition Requirement:
In accordance with Education Code section 47611.5, a charter school charter shall contain a declaration regarding whether or not the charter school shall be deemed the exclusive public school employer of the employees at the charter school for the purposes of Section 3540.1 of the Government Code, and that declaration shall not be materially inconsistent with the charter.

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?
  This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	Alliance Dr. Olga Mohan High
Initial Authorization:	On March 7, 2006, Alliance Dr. Olga Mohan High (formerly named College Ready Academy High School No. 4) was authorized by the LAUSD Board of Education to serve 500 students in grades 9-12.
Most Recent Renewal:	The charter was renewed on September 25, 2018, for a five-year term (July 1, 2019 - June 30, 2024) to serve up to 450 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Alliance Dr. Olga Mohan High expires June 30, 2027.

	Alliance Dr. Olga Mohan High
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on December 12, 2019, to amend corporate structure and governance model.
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Alliance Mohan submitted its renewal petition application on July 16, 2026. The 90-day statutory timeline for Board action on the petition runs through October 14, 2026.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Alliance Mohan implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Alliance Mohan participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Alliance Dr. Olga Mohan High is operated by Alliance College-Ready Public Schools ("Alliance"), a California nonprofit public benefit corporation that also operates 21 other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

A. Summary

Alliance Mohan has been identified by the state as a Middle performing charter school. The recommendation for renewal considers the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard ("Dashboard"), and whether there was clear and convincing verified data evidence showing the charter school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School's Dashboard performance was higher than the state in English Language Arts (ELA), Math, Science, English Learner Progress Indicator (ELPI), and College and Career Indicator (CCI). The charter school submitted verified data. The recommendation of approval is based on a holistic review of the charter school, including performing higher than the state for the majority of applicable academic indicators.

Please see the Alliance Dr. Olga Mohan High data set.

a. 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.

Alliance Dr. Olga Mohan High Dashboard Indicators

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
Dashboard 2023	Yellow	Green	Not Applicable	Blue	High	Not Applicable	Blue	Orange
Dashboard 2024	Blue	Yellow	No Performance Color	Orange	Green	Not Applicable	Blue	Yellow
Dashboard 2025	Green	Green	Blue	Blue	Blue	Not Applicable	Yellow	Yellow

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

b. English Language Arts Indicator

In 2023, 2024, and 2025 in ELA, the charter school's DFS was higher than the state for All Students, and for all numerically significant student groups.

Alliance Dr. Olga Mohan High - English Language Arts Indicator - 2023 Dashboard

Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**96%**	**94**	**15.6**	**-13.6**	**Higher**
Latino	96%	94	15.6	-40.2	Higher
Socioeconomically Disadvantaged	96%	91	13.7	-42.6	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Dr. Olga Mohan High - English Language Arts Indicator - 2024 Dashboard

Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**114**	**42.2**	**-13.2**	**Higher**
Latino	100%	109	41.7	-39.3	Higher
Socioeconomically Disadvantaged	100%	110	40.8	-40.9	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Dr. Olga Mohan High - English Language Arts Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**113**	**53.7**	**-8.1**	**Higher**
Latino	100%	111	52.6	-33.7	Higher
English Learner	100%	32	-31.0	-59.9	Higher
Socioeconomically Disadvantaged	100%	112	52.9	-35.3	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

c. Math Indicator

In 2023 and 2024 in Math, the charter school's DFS was lower than the state for All Students, and higher than the state for both numerically significant student groups. In 2025 in Math, the charter school's DFS was higher than the state for All Students, and higher than the state for two of three numerically significant student groups.

Alliance Dr. Olga Mohan High - Mathematics Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**98%**	**96**	**-54.6**	**-49.1**	**Lower**
Latino	98%	96	-54.6	-80.8	Higher
Socioeconomically Disadvantaged	98%	93	-58.2	-80.8	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Dr. Olga Mohan High - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**116**	**-59.0**	**-47.6**	**Lower**
Latino	100%	111	-58.5	-79.2	Higher
Socioeconomically Disadvantaged	100%	112	-61.7	-78.2	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Dr. Olga Mohan High - Mathematics Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**115**	**-19.6**	**-42.4**	**Higher**

Alliance Dr. Olga Mohan High - Mathematics Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
Latino	100%	113	-19.5	-73.6	Higher
English Learner	100%	34	-88.9	-86.1	Lower
Socioeconomically Disadvantaged	100%	113	-19.1	-72.9	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

d. Science Indicator

In 2024 and 2025 in Science, the charter school's Science Points were higher than the state for All Students, and for all numerically significant student groups.

Alliance Dr Olga Mohan High - Science Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**100%**	**121**	**55.5**	**51.2**	**Higher**
Latino	100%	115	55.6	45.4	Higher
English Learner	100%	30	39.1	39.0	Higher
Socioeconomically Disadvantaged	100%	117	55.2	45.6	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Dr Olga Mohan High - Science Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**100%**	**117**	**61.9**	**52.6**	**Higher**
Latino	100%	115	61.9	47.1	Higher
English Learner	100%	34	44.8	41.1	Higher
Socioeconomically Disadvantaged	100%	115	62.1	47.1	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

e. English Learner Progress Indicator

In 2023, 2024, and 2025 on the English Learner Progress Indicator (ELPI), the charter school's English Learner Progress Rate was higher than the state.

Alliance Dr. Olga Mohan High - English Learner Progress Indicator - 2023 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	98.5%	58	69.0%	48.7%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Dr. Olga Mohan High - English Learner Progress Indicator - 2024 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	99%	51	47.1%	45.7%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Dr. Olga Mohan High - English Learner Progress Indicator - 2025 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	99%	68	57.4%	46.4%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

f. College/Career Indicator

In 2023, 2024, and 2025, the charter school's percentage of high school graduates prepared for college or a career was higher than the state for All Students, and for all numerically significant student groups.

Alliance Dr. Olga Mohan High - College/Career Indicator - 2023 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**122**	**58.2%**	**43.9%**	**Higher**
Latino	116	58.6%	35.5%	Higher
Socioeconomically Disadvantaged	120	57.5%	35.4%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Dr. Olga Mohan High - College/Career Indicator - 2024 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**106**	**66.0%**	**45.3%**	**Higher**
Latino	105	65.7%	37.4%	Higher
Socioeconomically Disadvantaged	103	66.0%	37.4%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Dr. Olga Mohan High - College/Career Indicator - 2025 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**128**	**84.4%**	**51.7%**	**Higher**
Latino	123	83.7%	45.1%	Higher
English Learner	34	61.8%	24.3%	Higher
Socioeconomically Disadvantaged	127	85.0%	44.8%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

g. Chronic Absenteeism Indicator
Not applicable

h. Graduation Rate Indicator [HS only]
In 2023, 2024, and 2025, the charter school's percentage of graduated students was higher than the state for All Students and for all numerically significant student groups. Alliance Mohan's students must meet A-G requirements with a grade of "C" or better.

i. Suspension Rate Indicator
In 2023, the charter school's percentage of students suspended at least once was lower than the state for All Students, and for three of four numerically significant student groups. In 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., Basics: 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 categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for Alliance Mohan's outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Developing*
Concerns	The rating of *Developing* in 2024-2025 was primarily due to the Alliance charter schools' pattern of financial practices related to certain expenditures, as well as delays in depositing school-site funds. Alliance represented to the District that the expenditures reviewed by the District were funded through philanthropic/private sources and provided supporting documentation. The CSD will continue to monitor these matters through the oversight process.

VI. VERIFIED DATA

Charter schools satisfying the Middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school's achieved measurable increases in academic achievement, or strong postsecondary outcomes for the timeframe specified in law. (Ed. Code, § 47607.2(b)(3).)

Alliance Dr. Olga Mohan High provided verified data as part of its renewal application. The verified data was considered by staff. Ultimately, the school's performance on the California Dashboard informed the District's recommendation for approval.

VII. SUPPLEMENTAL INFORMATION

The California Department of Education (CDE) specified that, "The CORE growth model was not adopted by the California State Board of Education (SBE) as verified data."[1] The CDE further specified that, "CAASPP reported data can only be used in a manner consistent with the data reported on the CAASPP website and Dashboard. CAASPP data, and methodologies for analyzing CAASPP data (e.g.,

[1] https://www.cde.ca.gov/sp/ch/verifdatafaqs.asp#can-core-data-be-used-as-verified-data-updated-06-jun-2023

CORE Student Growth Percentiles) that are mutually agreed upon by the chartering authority and charter school, may be used to supplement Dashboard results. However, CAASPP data may not be used to dispute the Dashboard results."[2]

Charter School signed an agreement with LAUSD to submit CORE. Charter School submitted CORE Student Growth Percentiles to be used to supplement Dashboard results which was considered as part of the renewal analysis.

VIII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Alliance Dr. Olga Mohan High's ending net assets are positive.

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Ending Net Assets	$6,067,859	$6,365,936	$6,346,727	$5,262,327	$4,506,271
Net Income/Loss	$227,508	$298,077	($19,209)[1]	($1,084,400)[2]	($756,056)[3]
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment	485	470	466	452	417

[1] According to Alliance, the reported net loss of ($19,209) for FY 2023-2024 was primarily due to lower one-time federal funding available to the school, coupled with higher-than-anticipated outsourced Special Education services and substitute teacher costs.

[2] According to Alliance, the reported net loss of ($1,084,400) for FY 2024-2025 was primarily due to lower one-time funding available to the school, higher-than-expected Special Education contracted services, substitute sub-agreement costs, technology costs, coupled with lower-than-expected enrollment. Alliance stated that the school is strategically utilizing reserves to maintain quality programming while working toward fiscal sustainability.

[3] According to Alliance, the projected net loss ($756,056) in the FY 2025-26 Second Interim Report was primarily attributed to lower overall one-time funding available to the school. Alliance stated that the school would continue to monitor expenditures and minimize the projected year-end deficit while strategically utilizing reserves to maintain quality programming and support fiscal sustainability.

Notwithstanding the reported and projected net losses, Alliance Dr. Olga Mohan High has reported positive ending net assets of over $5.2 million for FY 2024-2025 and projected positive ending net assets of over $4.5 million for FY 2025-2026.

[2] https://www.cde.ca.gov/sp/ch/verifdatacrit.asp

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.

Alliance College-Ready Public Schools					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Ending Net Assets	Net Income / (Loss)	Ending Net Assets	Net Income / (Loss)
23[4]	23[4]	$196,339,482	($14,114,517)[5]	$33,902,657	($7,009,544)[5]

[4] Effective June 30, 2025, Alliance Tennenbaum Family Technology High ("Alliance Tennenbaum") was closed following the Alliance Board's March 12, 2025, approval to voluntarily surrender Alliance Tennenbaum's charter, citing existing and projected enrollment trends and related fiscal and operational challenges. As such, there are 22 Alliance charter schools in School Years 2025-2026 and 2026-2027 that are operational and authorized by LAUSD.

[5] The Alliance organization reported a net loss of more than $14 million for the 2025-2026 school year including its related parties and charter schools, and a net loss of more than $7 million excluding its related parties and charter schools. Alliance explained that the losses were primarily driven by several one-time events, including:

- Approximately $7 million in net losses were incurred by 17 of its 23 Alliance charter schools. According to Alliance, these losses were primarily attributable to the expiration of one-time pandemic-related funding, declines in enrollment, and higher-than-expected operating costs. Alliance asserted that the affected charter schools used their reserves to maintain program quality during the fiscal year.
- The remaining $7 million net loss reported by the Alliance Home Office was primarily attributable to additional expenditures for strategic, non-recurring investments, including the Human Resources Information System ("HRIS"), innovation and attendance initiatives, curriculum review, career and internship programs, and college persistence efforts.

Notwithstanding the net losses, the Alliance organization reported positive ending net assets of approximately $196.3 million, including its related parties and charter schools, and $33.9 million, excluding its related parties and charter schools, as of June 30, 2025.

Alliance Dr. Olga Mohan High

Board District: 5 | Region: East | Location Code: 8823

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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	96%	94	15.6	-26.2	Declined Significantly	Yellow	-13.6	Higher	100%	114	42.2	26.6	Increased Significantly	Blue	-13.2	Higher	100%	113	53.7	11.5	Increased	Green	-8.1	Higher
English Learner	100%	18	-74.2	-13.7	Declined	--	-67.7	--	100%	27	-36.4	37.7	Increased Significantly	--	-67.6	--	100%	32	-31.0	5.4	Increased	--	-59.9	Higher
Latino	96%	94	15.6	-27.2	Declined Significantly	Yellow	-40.2	Higher	100%	109	41.7	26.1	Increased Significantly	Blue	-39.3	Higher	100%	111	52.6	10.9	Increased	Green	-33.7	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	100%	11	-87.4	--	--	--	-109.6	--	100%	10	*	*	*	*	-104.5	*
Socioeconomically Disadvantaged	96%	91	13.7	-27.3	Declined Significantly	Yellow	-42.6	Higher	100%	110	40.8	27.1	Increased Significantly	Blue	-40.9	Higher	100%	112	52.9	12.1	Increased	Green	-35.3	Higher
Students with Disabilities	100%	12	-99.5	-54.3	Declined Significantly	--	-96.3	--	100%	19	-45.2	54.3	Increased Significantly	--	-95.6	--	100%	17	-2.9	42.3	Increased Significantly	--	-89.4	--

Data Sources: California School Dashboard Research data files.

Alliance Dr. Olga Mohan High

Board District: 5 | Region: East | Location Code: 8823

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	96	-54.6	11.6	Increased	Green	-49.1	Lower	100%	116	-59.0	-4.4	Declined	Yellow	-47.6	Lower	100%	115	-19.6	39.4	Increased Significantly	Green	-42.4	Higher
English Learner	100%	18	-122.9	19.0	Increased Significantly	--	-93.4	--	100%	29	-135.6	-12.7	Declined	--	-93.4	--	100%	34	-88.9	46.6	Increased Significantly	--	-86.1	Lower
Latino	98%	96	-54.6	9.4	Increased	Green	-80.8	Higher	100%	111	-58.5	-3.9	Declined	Yellow	-79.2	Higher	100%	113	-19.5	39.1	Increased Significantly	Green	-73.6	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	100%	11	-178.5	--	--	--	-163.5	--	100%	10	*	*	*	*	-158.9	*
Socioeconomically Disadvantaged	98%	93	-58.2	8.8	Increased	Green	-80.8	Higher	100%	112	-61.7	-3.5	Declined	Orange	-78.2	Higher	100%	113	-19.1	42.6	Increased Significantly	Green	-72.9	Higher
Students with Disabilities	100%	12	-148.2	-19.4	Declined Significantly	--	-127.3	--	100%	19	-153.4	-5.3	Declined	--	-124.3	--	100%	17	-117.9	35.5	Increased Significantly	--	-120.7	--

Data Sources: California School Dashboard Research data files.

Alliance Dr. Olga Mohan High

Board District: 5 | Region: East | Location Code: 8823

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														
	Dashboard 2024						Dashboard 2025							
Student Group	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%	121	55.5	--	51.2	Higher	100%	117	61.9	6.4	Increased Significantly	Blue	52.6	Higher
English Learner	100%	30	39.1	--	39.0	Higher	100%	34	44.8	5.6	Increased Significantly	Yellow	41.1	Higher
Latino	100%	115	55.6	--	45.4	Higher	100%	115	61.9	6.3	Increased Significantly	Blue	47.1	Higher
Long-Term English Learner	100%	12	32.8	--	32.8	--	100%	10	*	*	*	*	34.0	*
Socioeconomically Disadvantaged	100%	117	55.2	--	45.6	Higher	100%	115	62.1	6.9	Increased Significantly	Blue	47.1	Higher
Students with Disabilities	100%	19	39.8	--	36.7	--	100%	17	49.1	9.3	Increased Significantly	--	38.3	--

Data Sources: California School Dashboard Research data files.

Alliance Dr. Olga Mohan High

Board District: 5 | Region: East | Location Code: 8823

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 30 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	58	69.0%	13.9	Increased Significantly	Blue	48.7%	Higher	51	47.1%	-21.9	Declined Significantly	Orange	45.7%	Higher	68	57.4%	10.3	Increased Significantly	Blue	46.4%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	38	39.5%	-30.7	Declined Significantly	Red	45.8%	Lower	42	71.4%	32.0	Increased Significantly	Blue	49.1%	Higher

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	67.2%	1.7%	24.1%	6.9%	45.7%	2.3%	32.2%	18.3%
2024	EL	47.1%	0.0%	31.4%	21.6%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	39.5%	0.0%	31.6%	28.9%	41.6%	3.4%	28.5%	24.7%
2025	EL	57.4%	0.0%	30.9%	11.8%	44.6%	1.3%	35.5%	17.2%
2025	LTEL	71.4%	0.0%	11.9%	16.7%	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.

Alliance Dr. Olga Mohan High

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CA School Dashboard: Academic Performance - College / Career

This report shows the percentage of current graduates who meet specific College/Career Indicator (CCI) "prepared" criteria for all student groups in grades 9-12. For the 2023 Dashboard, the CCI will report the most current year data or "status only". Therefore the CCI will have performance displayed using one of five Status levels that range between Very Low (lowest performance), Low, Medium, High, and Very High (highest performance). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

College / Career Academic Indicator (CCI) - CA School Dashboard Indicator																			
	Dashboard 2023					Dashboard 2024							Dashboard 2025						
Student Group	Students	CCI	Status Level	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State
All Students	122	58.2%	High	43.9%	Higher	106	66.0%	7.8	Increased	Green	45.3%	Higher	128	84.4%	6.8	Increased	Blue	51.7%	Higher
English Learner	23	13.0%	Low	15.3%	--	18	27.8%	14.7	Increased	--	17.2%	--	34	61.8%	6.2	Increased	--	24.3%	Higher
Latino	116	58.6%	High	35.5%	Higher	105	65.7%	7.1	Increased	Green	37.4%	Higher	123	83.7%	6.4	Increased	Blue	45.1%	Higher
Long-Term English Learner	--	--	--	--	--	13	15.4%	9.8	Increased	--	16.5%	--	27	77.8%	23.9	Increased	--	24.9%	--
Socioeconomically Disadvantaged	120	57.5%	High	35.4%	Higher	103	66.0%	8.5	Increased	Green	37.4%	Higher	127	85.0%	7.2	Increased	Blue	44.8%	Higher
Students with Disabilities	18	16.7%	Low	12.3%	--	13	15.4%	-1.3	Maintained	--	13.5%	--	20	75.0%	28.8	Increased	--	18.7%	--

Data Sources: California School Dashboard Research data files.

Alliance Dr. Olga Mohan High

Board District: 5 | Region: East | Location Code: 8823

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	492	2.0%	0.3	Increased	Orange	3.5%	Lower	493	1.8%	-0.2	Maintained	Yellow	3.2%	Lower	475	1.9%	0.1	Maintained	Yellow	2.9%	Lower
English Learner	89	4.5%	-0.6	Declined	Green	3.7%	Higher	87	2.3%	-2.2	Declined	Green	3.4%	Lower	87	1.1%	-1.1	Declined	Green	3.2%	Lower
Latino	476	2.1%	0.3	Increased	Orange	3.8%	Lower	474	1.9%	-0.2	Maintained	Yellow	3.4%	Lower	457	2.0%	0.1	Maintained	Yellow	3.0%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	57	1.8%	-2.2	Declined	Green	8.1%	Lower	49	2.0%	0.3	Increased	Orange	7.0%	Lower
Socioeconomically Disadvantaged	481	2.1%	0.2	Maintained	Yellow	4.5%	Lower	469	1.9%	-0.2	Maintained	Yellow	4.0%	Lower	458	2.0%	0.0	Maintained	Yellow	3.6%	Lower
Students with Disabilities	73	4.1%	1.1	Increased	Orange	5.9%	Lower	71	1.4%	-2.7	Declined	Green	5.4%	Lower	70	2.9%	1.4	Increased	Orange	5.0%	Lower

Data Sources: California School Dashboard Research data files.

Alliance Dr. Olga Mohan High

Board District: 5 | Region: East | Location Code: 8823

CA School Dashboard: Graduation Rate Indicator

This report shows the combined four- and five-year graduation rate for comprehensive (or traditional) high schools and Dashboard Alternative School Status (DASS) schools for all student groups in grades 9-12. This rate is based on the number of high school students who graduate with a regular high school diploma in either four or five years. The 2025 Graduation Rate Indicator includes students from the most recent graduation cohort (Class of 2025) as well as students from the prior cohort (Class of 2024) who graduated in their fifth year of high school in 2023-25. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Graduation Rate Indicator - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State
All Students	122	95.1%	-4.1	Declined	Blue	86.4%	Higher	109	96.3%	1.2	Increased	Blue	86.7%	Higher	129	93.8%	-2.5	Declined	Yellow	87.8%	Higher
English Learner	23	91.3%	-4.8	Declined	--	73.5%	--	19	89.5%	-1.8	Declined	--	77.9%	--	34	82.4%	-7.1	Declined Significantly	--	79.7%	Higher
Latino	116	94.8%	-4.3	Declined	Yellow	84.2%	Higher	108	96.3%	1.5	Increased	Blue	85.3%	Higher	124	93.5%	-2.7	Declined	Yellow	86.9%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	14	92.9%	-1.6	Declined	--	80.8%	--	27	96.3%	3.4	Increased	--	84.0%	--
Socioeconomically Disadvantaged	120	95.0%	-4.2	Declined	Blue	83.7%	Higher	106	96.2%	1.2	Increased	Blue	84.4%	Higher	128	94.5%	-1.7	Declined	Yellow	86.2%	Higher
Students with Disabilities	18	88.9%	-11.1	Declined Significantly	--	72.7%	--	15	93.3%	4.4	Increased	--	74.4%	--	21	95.2%	1.9	Increased	--	77.1%	--

Data Sources: California School Dashboard Research data files.

Alliance Dr. Olga Mohan High

Board District: 5 | Region: East | Location Code: 8823

Local Indicators Report

Local Indicators - CA School Dashboard Indicator			
Priority	**2023 Dashboard**	**2024 Dashboard**	**2025 Dashboard**
Basic Services and Conditions (Priority 1)	Standard Met	Standard Met	Standard Met
Implementation of State Academic Standards (Priority 2)	Standard Met	Standard Met	Standard Met
Parent and Family Engagement (Priority 3)	Standard Met	Standard Met	Standard Met
School Climate (Priority 6)	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study (Priority 7)	Standard Met	Standard Met	Standard Met

Data Sources: California School Dashboard Local Indicators Research data files.

Alliance Dr. Olga Mohan High

Board District: 5 | Region: East | Location Code: 8823

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group									
	2023-2024			2024-2025			2025-2026		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	455	529,902	5,837,690	456	516,685	5,806,221	417	497,105	5,731,260
F/R Meal	96.3%	80.6%	61.6%	94.7%	81.9%	62.7%	95.2%	82.2%	62.4%
GATE	6.2%	11.6%	N/A	4.8%	13.0%	N/A	5.0%	14.1%	N/A
English Learner	15.4%	20.1%	18.4%	17.3%	18.6%	17.4%	16.5%	16.4%	16.2%
Foster Youth	0.0%	0.6%	0.5%	0.2%	0.5%	0.5%	0.5%	0.5%	0.5%
Homeless Youth	0.0%	2.1%	3.6%	0.7%	2.7%	4.0%	1.0%	2.4%	3.8%
Socioeconomically Disadvantaged	96.7%	81.3%	62.7%	95.8%	82.4%	63.6%	96.2%	82.7%	63.1%
Students w/ Disabilities	14.3%	14.8%	13.7%	14.5%	15.6%	14.2%	12.5%	16.4%	14.8%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%	0.2%	0.3%	0.8%
African American/Black	1.5%	7.3%	4.9%	1.3%	7.1%	4.9%	0.5%	7.2%	4.8%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.2%	3.4%	9.9%	0.2%	3.3%	10.1%	0.0%	3.3%	10.3%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%	0.0%	1.7%	2.2%
Latino	96.5%	73.8%	56.1%	96.1%	73.6%	56.1%	97.1%	72.9%	56.0%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%	0.0%	0.1%	0.4%
White	0.0%	9.8%	20.3%	0.9%	9.7%	20.0%	0.7%	9.7%	19.7%
Two or More Races	0.0%	2.0%	4.6%	0.0%	2.1%	4.8%	0.0%	2.2%	4.9%
Not Reported	1.8%	1.8%	1.1%	1.5%	2.2%	1.2%	1.7%	2.7%	1.3%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp

Alliance Dr. Olga Mohan High

Board District: 5 | Region: East | Location Code: 8823

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.

	2023-2024						2024-2025						2025-2026					
	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	28	7.8%	15,302	6.5%	211,186	10.6%	30	8.2%	13,052	5.9%	198,853	10.4%	27	8.1%	10,142	4.9%	174,300	9.5%
At-Risk 4-5 Years	1	0.3%	15,717	6.7%	136,188	6.8%	0	0.0%	11,406	5.2%	115,009	6.0%	8	2.4%	11,109	5.4%	113,143	6.2%
EL 0-3 Years	16	4.5%	60,574	25.7%	519,651	26.0%	35	9.6%	57,726	26.1%	516,862	26.9%	22	6.6%	48,131	23.5%	467,800	25.6%
EL 4+ Years & Not At-Risk or LTEL	25	7.0%	14,725	6.2%	207,768	10.4%	14	3.8%	13,775	6.2%	178,306	9.3%	12	3.6%	11,946	5.8%	170,621	9.3%
EL Total	70	19.6%	106,318	45.0%	1,074,793	53.8%	79	21.6%	95,959	43.3%	1,009,030	52.6%	69	20.8%	81,328	39.7%	925,864	50.7%
RFEP	288	80.4%	129,789	55.0%	924,422	46.2%	287	78.4%	125,465	56.7%	909,298	47.4%	263	79.2%	123,618	60.3%	900,560	49.3%
Total Ever EL	358	100.0%	236,107	100.0%	1,999,215	100.0%	366	100.0%	221,424	100.0%	1,918,328	100.0%	332	100.0%	204,946	100.0%	1,826,424	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesltel.asp

Alliance Dr. Olga Mohan High

Board District: 5 | Region: East | Location Code: 8823

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						2025-2026					
	School			Los Angeles Unified			School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	455			529,902			456			516,685			417			497,105		
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**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	65	100.0%	14.3%	78,319	100.0%	14.8%	66	100.0%	14.5%	80,505	100.0%	15.6%	53	100.0%	12.7%	81,470	100.0%	16.4%
High Incidence	57	87.7%	12.5%	52,153	66.6%	9.8%	60	90.9%	13.2%	52,412	65.1%	10.1%	46	86.8%	11.0%	51,757	63.5%	10.4%
Low Incidence	8	12.3%	1.8%	26,162	33.4%	4.9%	6	9.1%	1.3%	28,084	34.9%	5.4%	7	13.2%	1.7%	29,702	36.5%	6.0%
Autism	6	9.2%	1.3%	18,713	23.9%	3.5%	4	6.1%	0.9%	20,802	25.8%	4.0%	5	9.4%	1.2%	22,739	27.9%	4.6%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%	0	0.0%	0.0%	10	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%	0	0.0%	0.0%	172	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%	1	1.9%	0.2%	964	1.2%	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%	0	0.0%	0.0%	1	0.0%	0.0%
Hard of Hearing	2	3.1%	0.4%	971	1.2%	0.2%	2	3.0%	0.4%	931	1.2%	0.2%	0	0.0%	0.0%	903	1.1%	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%	1	1.9%	0.2%	3,259	4.0%	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%	0	0.0%	0.0%	1,043	1.3%	0.2%
Other Health Impairment	10	15.4%	2.2%	10,930	14.0%	2.1%	8	12.1%	1.8%	11,596	14.4%	2.2%	9	17.0%	2.2%	12,092	14.8%	2.4%
Orthopedic Impairment	0	0.0%	0.0%	533	0.7%	0.1%	0	0.0%	0.0%	434	0.5%	0.1%	0	0.0%	0.0%	405	0.5%	0.1%
Specific Learning Disability	45	69.2%	9.9%	29,615	37.8%	5.6%	51	77.3%	11.2%	29,368	36.5%	5.7%	36	67.9%	8.6%	28,727	35.3%	5.8%
Speech or Language Impairment	2	3.1%	0.4%	11,608	14.8%	2.2%	1	1.5%	0.2%	11,448	14.2%	2.2%	1	1.9%	0.2%	10,938	13.4%	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%	0	0.0%	0.0%	59	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%	0	0.0%	0.0%	158	0.2%	0.0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Attachment C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
ALLIANCE DR. OLGA MOHAN HIGH
BOARD OF EDUCATION REPORT 067 – 26/27
OCTOBER 13, 2026

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2027 until June 30, 2032 to serve up to 450 students in grades 9-12 in each year of the charter term.

II. Summary Description of Current District Practice:
Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:
The approval of this charter petition would renew the charter of Alliance Dr. Olga Mohan High for five (5) years beginning July 1, 2027 until June 30, 2032.

IV. Effects of This Proposal:
The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:
If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services. Student Integration Services provided feedback for the charter petition to ensure compliance.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

HELENA YOON-FONTAMILLAS. ED.D.
Specialist
Charter Schools Division

APPROVED BY:

KEITH M. ABRAHAMS, III
Executive Director
Student Integration Services

Board of Education Report

File #: Rep-068-26/27, **Version:** 1 **Agenda Date:** 10/13/2026
In Control: Charter Schools Division

Approval of the Renewal Petition for Alliance Gertz-Ressler Richard Merkin 6-12 Complex [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Alliance Gertz-Ressler Richard Merkin 6-12 Complex) Recommends approval of the renewal petition for Alliance Gertz-Ressler Richard Merkin 6-12 Complex, a Middle performing, Start-Up Independent charter school, with a benchmark in the area of academics (Math for Long-Term English Learners), located in Board District 5 and Region South, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 1,010 students in grades 6-12 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Alliance Gertz-Ressler Richard Merkin 6-12 Complex ("Charter School"), a Start-Up Independent charter school, with a benchmark in the area of academics (Math for Long-Term English Learners), located in Board District 5 and Region South, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 1,010 students in grades 6-12 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
Alliance Gertz-Ressler Richard Merkin 6-12 Complex is a 6-12 span school currently serving 1,042 students on a private facility at 2023 S. Union Ave., Los Angeles, CA, 90007 in Board District 5 and Region South. Alliance Gertz-Ressler Richard Merkin 6-12 Complex was originally approved by the LAUSD Board of Education on April 27, 2004. On September 25, 2018, the charter school was renewed for a five-year term to serve 1,010 students in grades 6-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Alliance Gertz-Ressler Richard Merkin 6-12 Complex expires June 30, 2027.

On July 16, 2026, Alliance Gertz-Ressler Richard Merkin 6-12 Complex submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through October 14, 2026.

An initial Public Hearing was held on August 25, 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 Alliance Gertz-Ressler Richard Merkin 6-12 Complex governing board members complete questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. Additionally, resumes and due diligence forms are requested from Alliance Gertz-Ressler Richard Merkin 6-12 Complex's Lead Petitioner; Executive Director/Chief Executive Officer or equivalent; Principal or equivalent; Financial manager or equivalent; and Chief Financial Officer or equivalent, as applicable. A confidential due diligence review of the charter school, the governing organization, and school's leaders, may be conducted by the Office of the Inspector General (OIG) as appropriate, and to the extent the OIG identifies any material concerns, 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 14 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, applicable policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms set forth in Charter School's renewal petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the renewal petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2027.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal 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 renewal 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. 068 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's renewal petition.

Policy Implications:
All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact:
State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law, including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA

Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:
As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

Issues and Analysis:
If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:
Signature Page
Attachment A- Staff Assessment and Recommendation Report
Attachment B- Alliance Gertz-Ressler Richard Merkin 6-12 Complex Data Set
Attachment C- Desegregation Impact Statement

Budget, Petition, CORE Data (if applicable), and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/12-IfkG9l5saHfZXR5RY81fKoVIdfxnUf?usp=sharing>

Submitted:
9/17/26

RESPECTFULLY SUBMITTED,

ANDRÉS E. CHAIT
Superintendent of Schools

APPROVED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Division of Data, Strategy, and Innovation

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 068-26/27
October 13, 2026

School Name:	**Alliance Gertz-Ressler Richard Merkin 6-12 Complex**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 14, 2026**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Alliance College-Ready Public Schools**		
Location Code:	**8626**		
Type of Site(s):	**Private**		
Site Address(es):	**2023 S. Union Ave., Los Angeles, CA 90007**		
Board District(s):	**5**	Region(s):	**South**
Grade Levels Served:	**6-12**	Current Enrollment:	**1,042**
Grade Levels Authorized in Current Charter:	**6-12**	Approved Enrollment in Current Charter:	**1,010**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2026 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval with a benchmark for a five (5)-year term (2027-2032)**		
PROPOSED BENCHMARKS:	The following benchmark is proposed for Alliance Gertz-Ressler Richard Merkin 6-12 Complex for the 2027-2032 charter term: In each year of the charter term, the charter school shall demonstrate academic growth in Math for Long-Term English Learners as reported on the California School Dashboard Math Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level; or by achieving a DFS that is equal to or higher than their respective student group state average DFS. As part of ongoing oversight, the District will review the charter school's performance at its annual oversight visit to determine any appropriate actions, including consideration of the school's progress upon submission of a renewal petition at the end of the term of the charter.		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Alliance Gertz-Ressler Richard Merkin 6-12 Complex ("Alliance Gertz-Merkin" or "Charter School"), with a benchmark in the area of academics, located in Board District 5 and Region South, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 1,010 students in grades 6-12 in each year of the charter term.

II. RENEWAL REQUIREMENTS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 14 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
  These criteria have been determined not to be bases for denial.

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)
  These criteria have been determined not to be bases for denial.

Charter Petition Requirement:

In accordance with Education Code section 47611.5, a charter school charter shall contain a declaration regarding whether or not the charter school shall be deemed the exclusive public school employer of the employees at the charter school for the purposes of Section 3540.1 of the Government Code, and that declaration shall not be materially inconsistent with the charter.

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?
  This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	Alliance Gertz-Ressler Richard Merkin 6-12 Complex
Initial Authorization:	On April 27, 2004, Alliance Gertz-Ressler Richard Merkin 6-12 Complex (formerly named College Ready Academy High School) was authorized by the LAUSD Board of Education to serve 250 students in grades 9-12.
Most Recent Renewal:	The charter was renewed on September 25, 2018, for a five-year term (July 1, 2019 - June 30, 2024) to serve up to 1,010 students in grades 6-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Alliance Gertz-Ressler Richard Merkin 6-12 Complex expires June 30, 2027.
Approved Material Revisions of Current Charter:	• The Board of Education approved a request for material revision on January 14, 2025, to add an additional site within the community. • The Board of Education approved a request for material revision on December 12, 2019, to amend corporate structure and governance model.
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Alliance Gertz-Merkin submitted its renewal petition application on July 16, 2026. The 90-day statutory timeline for Board action on the petition runs through October 14, 2026.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Alliance Gertz-Merkin implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Alliance Gertz-Merkin participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Alliance Gertz-Ressler Richard Merkin 6-12 Complex is operated by Alliance College-Ready Public Schools ("Alliance"), a California nonprofit public benefit corporation that also operates 21 other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

A. Summary

Alliance Gertz-Merkin has been identified by the state as a Middle performing charter school. The recommendation for renewal considers the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard ("Dashboard"), and whether there was clear and convincing verified data evidence showing the charter school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School's Dashboard performance was higher than the state in English Language Arts (ELA), Math, English Learner Progress Indicator (ELPI), and College and Career Indicator (CCI), but lower in Science. The charter school submitted verified data. The recommendation of approval is based on a holistic review of the charter school, including performing higher than the state for the majority of applicable academic indicators.

Please see the Alliance Gertz-Ressler Richard Merkin 6-12 Complex data set.

a. 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.

Alliance Gertz-Ressler Richard Merkin 6-12 Complex Dashboard Indicators

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
Dashboard 2023	Orange	Yellow	Not Applicable	Green	High	Yellow	Blue	Yellow
Dashboard 2024	Yellow	Yellow	No Performance Color	Blue	Green	Yellow	Blue	Blue
Dashboard 2025	Blue	Yellow	Green	Orange	Green	Yellow	Blue	Green

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

b. English Language Arts Indicator

In 2023 in ELA, the charter school's DFS was lower than the state for All Students, and higher than the state for three of four numerically significant student groups. In 2024, the charter school's DFS was higher than the state for All Students and for three of five numerically

significant student groups. In 2025, the charter school's DFS was higher than the state for All Students and for all numerically significant student groups.

Alliance Gertz-Ressler Richard Merkin 6-12 Complex - English Language Arts Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**576**	**-15.1**	**-13.6**	**Lower**
Latino	100%	568	-15.6	-40.2	Higher
English Learner	99%	164	-69.2	-67.7	Lower
Socioeconomically Disadvantaged	100%	546	-17.0	-42.6	Higher
Students with Disabilities	100%	60	-79.9	-96.3	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Gertz-Ressler Richard Merkin 6-12 Complex - English Language Arts Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**566**	**-5.2**	**-13.2**	**Higher**
Latino	99%	552	-4.7	-39.3	Higher
English Learner	99%	186	-58.8	-67.6	Higher
Long-Term English Learner	98%	51	-122.4	-109.6	Lower
Socioeconomically Disadvantaged	99%	543	-8.4	-40.9	Higher
Students with Disabilities	97%	64	-95.6	-95.6	Same

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Gertz-Ressler Richard Merkin 6-12 Complex - English Language Arts Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**569**	**12.7**	**-8.1**	**Higher**
Latino	100%	561	13.2	-33.7	Higher
English Learner	100%	203	-31.1	-59.9	Higher
Long-Term English Learner	100%	38	-87.9	-104.5	Higher

Alliance Gertz-Ressler Richard Merkin 6-12 Complex - English Language Arts Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
Socioeconomically Disadvantaged	99%	538	10.6	-35.3	Higher
Students with Disabilities	100%	62	-68.9	-89.4	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

c. 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 four numerically significant student groups. In 2024 and 2025, the charter school's DFS was lower than the state for All Students, and higher than the state for three of five numerically significant student groups.

As noted above, staff is recommending a benchmark in Math for the Long-Term English Learner (LTEL) student group. In order to improve student outcomes in Math, charter school leaders report implementing regular math tutoring, conducting biweekly data meetings to identify misconceptions and inform targeted reteaching, and providing professional development focused on effective math strategies aligned to LTEL needs.

Alliance Gertz-Ressler Richard Merkin 6-12 Complex - Mathematics Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**576**	**-78.1**	**-49.1**	**Lower**
Latino	100%	568	-78.5	-80.8	Higher
English Learner	99%	164	-129.8	-93.4	Lower
Socioeconomically Disadvantaged	100%	546	-79.8	-80.8	Higher
Students with Disabilities	100%	60	-155.0	-127.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Gertz-Ressler Richard Merkin 6-12 Complex - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**566**	**-65.8**	**-47.6**	**Lower**
Latino	99%	553	-64.8	-79.2	Higher
English Learner	99%	187	-106.9	-93.4	Lower
Long-Term English Learner	100%	52	-154.9	-163.5	Higher

Alliance Gertz-Ressler Richard Merkin 6-12 Complex - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
Socioeconomically Disadvantaged	99%	543	-68.1	-78.2	Higher
Students with Disabilities	96%	63	-146.5	-124.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Gertz-Ressler Richard Merkin 6-12 Complex - Mathematics Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**567**	**-49.8**	**-42.4**	**Lower**
Latino	99%	558	-48.6	-73.6	Higher
English Learner	99%	203	-77.4	-86.1	Higher
Long-Term English Learner	100%	38	-166.2	-158.9	Lower
Socioeconomically Disadvantaged	99%	537	-52.2	-72.9	Higher
Students with Disabilities	100%	62	-140.4	-120.7	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

d. Science Indicator

In 2024 in Science, the charter school's Science Points were lower than the state for All Students, and higher than the state for two of four numerically significant student groups. In 2025, the charter school's Science Points were higher than the state for All Students, and for all numerically significant student groups.

Alliance Gertz-Ressler Richard Merkin 6-12 Complex - Science Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**99%**	**291**	**47.9**	**51.2**	**Lower**
Latino	99%	285	47.8	45.4	Higher
English Learner	100%	83	36.1	39.0	Lower
Socioeconomically Disadvantaged	99%	280	47.4	45.6	Higher
Students with Disabilities	97%	33	35.5	36.7	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Gertz-Ressler Richard Merkin 6-12 Complex - Science Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**100%**	**281**	**54.1**	**52.6**	**Higher**
Latino	100%	279	54.1	47.1	Higher
English Learner	100%	78	42.9	41.1	Higher
Socioeconomically Disadvantaged	100%	271	53.5	47.1	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

e. English Learner Progress Indicator

In 2023, 2024, and 2025 on the English Learner Progress Indicator (ELPI), the charter school's English Learner Progress Rate was higher than the state.

Alliance Gertz-Ressler Richard Merkin 6-12 Complex - English Learner Progress Indicator - 2023 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	122	68.0%	48.7%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Gertz-Ressler Richard Merkin 6-12 Complex - English Learner Progress Indicator - 2024 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	100	75.0%	45.7%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Gertz-Ressler Richard Merkin 6-12 Complex - English Learner Progress Indicator - 2025 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	101	62.4%	46.4%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

f. College/Career Indicator

In 2023, 2024, and 2025, the charter school's percentage of high school graduates prepared for college or a career was higher than the state for All Students, and for all numerically significant student groups.

Alliance Gertz-Ressler Richard Merkin 6-12 Complex - College/Career Indicator - 2023 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**123**	**58.5%**	**43.9%**	**Higher**
Latino	121	59.5%	35.5%	Higher
Socioeconomically Disadvantaged	123	58.5%	35.4%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Gertz-Ressler Richard Merkin 6-12 Complex - College/Career Indicator - 2024 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**138**	**63.8%**	**45.3%**	**Higher**
Latino	137	64.2%	37.4%	Higher
Socioeconomically Disadvantaged	134	64.2%	37.4%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Gertz-Ressler Richard Merkin 6-12 Complex - College/Career Indicator - 2025 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**140**	**85.0%**	**51.7%**	**Higher**
Latino	139	84.9%	45.1%	Higher
Socioeconomically Disadvantaged	136	84.6%	44.8%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

g. Chronic Absenteeism Indicator

In 2023, 2024, and 2025, the charter school's rate of chronic absenteeism was lower than the state for All Students, and for all numerically significant student groups.

h. Graduation Rate Indicator [HS only]

In 2023, 2024, and 2025, the charter school's percentage of graduated students was higher than the state for All Students, and for all numerically significant student groups. Alliance Gertz-Merkin's students must meet A-G requirements with a grade of "C" or better.

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., Basics: 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

Alliance Gertz-Ressler Richard Merkin 6-12 Complex's teachers are represented by United Teachers Los Angeles (UTLA).

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 categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for Alliance Gertz-Merkin's outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2024-2025	*Developing*
2025-2026	*Proficient*
Concerns	The rating of *Developing* in 2024-2025 was primarily due to the Alliance charter schools' pattern of financial practices related to certain expenditures, as well as delays in depositing school-site funds. Alliance represented to the District that the expenditures reviewed by the District were funded through philanthropic/private sources and provided supporting documentation.. The CSD will continue to monitor these matters through the oversight process.

VI. VERIFIED DATA

Charter schools satisfying the Middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school's achieved measurable increases in academic achievement, or strong postsecondary outcomes for the timeframe specified in law. (Ed. Code, § 47607.2(b)(3).)

Alliance Gertz-Merkin provided verified data as part of its renewal application. The verified data was considered by staff. Ultimately, the school's performance on the California Dashboard informed the District's recommendation for approval.

VII. SUPPLEMENTAL INFORMATION

The California Department of Education (CDE) specified that, "The CORE growth model was not adopted by the California State Board of Education (SBE) as verified data."[1] The CDE further specified that, "CAASPP reported data can only be used in a manner consistent with the data reported on the CAASPP website and Dashboard. CAASPP data, and methodologies for analyzing CAASPP data (e.g., CORE Student Growth Percentiles) that are mutually agreed upon by the chartering authority and charter school, may be used to supplement Dashboard results. However, CAASPP data may not be used to dispute the Dashboard results."[2]

Charter School signed an agreement with LAUSD to submit CORE. Charter School submitted CORE Student Growth Percentiles to be used to supplement Dashboard results which was considered as part of the renewal analysis.

VIII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Alliance Gertz-Ressler Richard Merkin 6-12 Complex's ending net assets are positive.

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Ending Net Assets	$12,005,649	$13,947,053	$13,868,157	$12,979,311	$12,935,694
Net Income/Loss	$1,321,466	$1,941,404	($78,896) [1]	($888,846) [1]	($43,617) [1]
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment [A]	1,002	1,000	1,003	1,035	1,042

[1] According to Alliance, the net losses of ($78,896) and ($888,846) for Fiscal Years (FY) 2023-2024 and 2024-2025, respectively, and the projected net loss of ($43,617) for FY 2025-2026 were primarily due to the reduction of one-time funding available to the school, higher-than-

[1] https://www.cde.ca.gov/sp/ch/verifdatafaqs.asp#can-core-data-be-used-as-verified-data-updated-06-jun-2023
[2] https://www.cde.ca.gov/sp/ch/verifdatacrit.asp

anticipated facility expenses, increased sub-agreement service costs associated with high-dosage tutoring, and rising employee benefit costs. Alliance asserted that the school is strategically using reserves to maintain quality programs.

Notwithstanding the net losses described above, Alliance Gertz-Ressler Richard Merkin 6-12 Complex has maintained positive ending net assets for the most current four school years and projects positive ending net assets for FY 2025-2026. As summarized in the financial table above, Charter School reported $12,979,311 in ending net assets as of June 30, 2025, based on its 2024-2025 independent audit report.

[A] The CSD will continue to monitor Alliance Gertz-Ressler Richard Merkin 6-12 Complex's enrollment in accordance with established procedures, and will take appropriate actions to ensure Charter School's alignment with the approved capacity.

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.

Alliance College-Ready Public Schools					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Ending Net Assets	Net Income / (Loss)	Ending Net Assets	Net Income / (Loss)
23 [2]	23 [2]	$196,339,482	($14,114,517) [3]	$33,902,657	($7,009,544) [3]

[2] Effective June 30, 2025, Alliance Tennenbaum Family Technology High ("Alliance Tennenbaum") was closed following the Alliance Board's March 12, 2025, approval to voluntarily surrender Alliance Tennenbaum's charter, citing existing and projected enrollment trends and related fiscal and operational challenges. As such, there are 22 Alliance charter schools in School Years 2025-2026 and 2026-2027 that are operational and authorized by LAUSD.

[3] The Alliance organization reported a net loss of more than $14 million for the 2025-2026 school year including its related parties and charter schools, and a net loss of more than $7 million excluding its related parties and charter schools. Alliance explained that the losses were primarily driven by several one-time events, including:

- Approximately $7 million in net losses were incurred by 17 of its 23 Alliance charter schools. According to Alliance, these losses were primarily attributable to the expiration of one-time pandemic-related funding, declines in enrollment, and higher-than-expected operating costs. Alliance asserted that the affected charter schools used their reserves to maintain program quality during the fiscal year.

- The remaining $7 million net loss reported by the Alliance Home Office was primarily attributable to additional expenditures for strategic, non-recurring investments, including the Human Resources Information System ("HRIS"), innovation and attendance initiatives, curriculum review, career and internship programs, and college persistence efforts.

Notwithstanding the net losses, the Alliance organization reported positive ending net assets of approximately $196.3 million, including its related parties and charter schools, and approximately $33.9 million, excluding its related parties and charter schools, as of June 30, 2025.

Alliance Gertz-Ressler Richard Merkin 6-12 Complex

Board District: 5 | Region: South | Location Code: 8626

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	576	-15.1	-10.5	Declined	Orange	-13.6	Lower	99%	566	-5.2	9.8	Increased	Yellow	-13.2	Higher	99%	569	12.7	17.9	Increased Significantly	Blue	-8.1	Higher
English Learner	99%	164	-69.2	-11.0	Declined	Orange	-67.7	Lower	99%	186	-58.8	10.4	Increased	Yellow	-67.6	Higher	100%	203	-31.1	27.7	Increased Significantly	Yellow	-59.9	Higher
Latino	100%	568	-15.6	-10.5	Declined	Orange	-40.2	Higher	99%	552	-4.7	10.8	Increased	Green	-39.3	Higher	100%	561	13.2	17.9	Increased Significantly	Blue	-33.7	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	98%	51	-122.4	-24.9	Declined Significantly	Red	-109.6	Lower	100%	38	-87.9	34.5	Increased Significantly	Orange	-104.5	Higher
Socioeconomically Disadvantaged	100%	546	-17.0	-11.2	Declined	Orange	-42.6	Higher	99%	543	-8.4	8.6	Increased	Yellow	-40.9	Higher	99%	538	10.6	19.0	Increased Significantly	Blue	-35.3	Higher
Students with Disabilities	100%	60	-79.9	-7.2	Declined	Red	-96.3	Higher	97%	64	-95.6	-15.8	Declined Significantly	Red	-95.6	Same	100%	62	-68.9	26.8	Increased Significantly	Yellow	-89.4	Higher

Data Sources: California School Dashboard Research data files.

Alliance Gertz-Ressler Richard Merkin 6-12 Complex

Board District: 5 | Region: South | Location Code: 8626

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	576	-78.1	4.5	Increased	Yellow	-49.1	Lower	99%	566	-65.8	12.3	Increased	Yellow	-47.6	Lower	99%	567	-49.8	16.0	Increased Significantly	Yellow	-42.4	Lower
English Learner	99%	164	-129.8	-13.7	Declined	Red	-93.4	Lower	99%	187	-106.9	22.9	Increased Significantly	Orange	-93.4	Lower	99%	203	-77.4	29.5	Increased Significantly	Yellow	-86.1	Higher
Latino	100%	568	-78.5	4.7	Increased	Yellow	-80.8	Higher	99%	553	-64.8	13.7	Increased	Yellow	-79.2	Higher	99%	558	-48.6	16.3	Increased Significantly	Yellow	-73.6	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	100%	52	-154.9	5.6	Increased	Orange	-163.5	Higher	100%	38	-166.2	-11.3	Declined	Red	-158.9	Lower
Socioeconomically Disadvantaged	100%	546	-79.8	4.3	Increased	Yellow	-80.8	Higher	99%	543	-68.1	11.7	Increased	Yellow	-78.2	Higher	99%	537	-52.2	15.9	Increased Significantly	Yellow	-72.9	Higher
Students with Disabilities	100%	60	-155.0	-8.2	Declined	Red	-127.3	Lower	96%	63	-146.5	8.5	Increased	Orange	-124.3	Lower	100%	62	-140.4	6.1	Increased	Orange	-120.7	Lower

Data Sources: California School Dashboard Research data files.

Alliance Gertz-Ressler Richard Merkin 6-12 Complex

Board District: 5 | Region: South | Location Code: 8626

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														
	Dashboard 2024						Dashboard 2025							
Student Group	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	99%	291	47.9	--	51.2	Lower	100%	281	54.1	6.2	Increased Significantly	Green	52.6	Higher
English Learner	100%	83	36.1	--	39.0	Lower	100%	78	42.9	6.8	Increased Significantly	Yellow	41.1	Higher
Latino	99%	285	47.8	--	45.4	Higher	100%	279	54.1	6.3	Increased Significantly	Green	47.1	Higher
Long-Term English Learner	100%	24	26.9	--	32.8	--	100%	18	28.4	1.5	Maintained	--	34.0	--
Socioeconomically Disadvantaged	99%	280	47.4	--	45.6	Higher	100%	271	53.5	6.1	Increased Significantly	Green	47.1	Higher
Students with Disabilities	97%	33	35.5	--	36.7	Lower	100%	29	35.6	0.1	Maintained	--	38.3	--

Data Sources: California School Dashboard Research data files.

Alliance Gertz-Ressler Richard Merkin 6-12 Complex

Board District: 5 | Region: South | Location Code: 8626

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 30 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	122	68.0%	-6.4	Declined	Green	48.7%	Higher	100	75.0%	7.0	Increased	Blue	45.7%	Higher	101	62.4%	-12.6	Declined Significantly	Orange	46.4%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	78	71.8%	5.9	Increased	Blue	45.8%	Higher	66	56.1%	-15.7	Declined Significantly	Orange	49.1%	Higher

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	63.1%	4.9%	21.3%	10.7%	45.7%	2.3%	32.2%	18.3%
2024	EL	72.0%	3.0%	18.0%	7.0%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	67.9%	3.8%	20.5%	7.7%	41.6%	3.4%	28.5%	24.7%
2025	EL	61.4%	1.0%	27.7%	9.9%	44.6%	1.3%	35.5%	17.2%
2025	LTEL	54.5%	1.5%	30.3%	13.6%	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.

Alliance Gertz-Ressler Richard Merkin 6-12 Complex

Board District: 5 | Region: South | Location Code: 8626

CA School Dashboard: Academic Performance - College / Career

This report shows the percentage of current graduates who meet specific College/Career Indicator (CCI) "prepared" criteria for all student groups in grades 9-12. For the 2023 Dashboard, the CCI will report the most current year data or "status only". Therefore the CCI will have performance displayed using one of five Status levels that range between Very Low (lowest performance), Low, Medium, High, and Very High (highest performance). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with '–" means that data is not currently available. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

College / Career Academic Indicator (CCI) - CA School Dashboard Indicator																		
	Dashboard 2023					Dashboard 2024							Dashboard 2025					
Student Group	Students	CCI	Status Level	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State
All Students	123	58.5%	High	43.9%	Higher	138	63.8%	5.2	Increased	Green	45.3%	Higher	140	85.0%	-4.1	Declined	Green	51.7%	Higher
English Learner	13	7.7%	Very Low	15.3%	--	14	21.4%	13.7	Increased	--	17.2%	--	17	58.8%	-19.7	Declined	--	24.3%	--
Latino	121	59.5%	High	35.5%	Higher	137	64.2%	4.7	Increased	Green	37.4%	Higher	139	84.9%	-4.9	Declined	Green	45.1%	Higher
Long-Term English Learner	--	--	--	--	--	11	9.1%	0.0	Maintained	--	16.5%	--	17	58.8%	-13.9	Declined	--	24.9%	--
Socioeconomically Disadvantaged	123	58.5%	High	35.4%	Higher	134	64.2%	5.6	Increased	Green	37.4%	Higher	136	84.6%	-4.2	Declined	Green	44.8%	Higher
Students with Disabilities	17	29.4%	Low	12.3%	--	18	27.8%	-1.6	Maintained	--	13.5%	--	24	54.2%	-6.9	Declined	--	18.7%	--

Data Sources: California School Dashboard Research data files.

Alliance Gertz-Ressler Richard Merkin 6-12 Complex

Board District: 5 | Region: South | Location Code: 8626

CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	454	17.2%	-3.9	Declined Significantly	Yellow	24.3%	Lower	464	15.3%	-1.9	Declined	Yellow	18.6%	Lower	458	11.8%	-3.5	Declined Significantly	Yellow	17.1%	Lower
English Learner	108	21.3%	-2.1	Declined	Orange	26.3%	Lower	75	18.7%	-2.6	Declined	Yellow	20.1%	Lower	69	5.8%	-12.9	Declined	Green	18.1%	Lower
Latino	445	17.3%	-3.7	Declined Significantly	Yellow	28.4%	Lower	449	14.5%	-2.8	Declined	Yellow	21.7%	Lower	448	10.9%	-3.5	Declined Significantly	Yellow	20.1%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	51	21.6%	-0.8	Declined	Orange	23.9%	Lower	36	8.3%	-13.2	Declined	Green	22.5%	Lower
Socioeconomically Disadvantaged	427	18.3%	-2.6	Declined	Yellow	29.9%	Lower	444	15.8%	-2.5	Declined	Yellow	23.4%	Lower	431	11.6%	-4.2	Declined Significantly	Yellow	21.7%	Lower
Students with Disabilities	47	23.4%	-1.0	Declined	Orange	33.1%	Lower	52	17.3%	-6.1	Declined	Yellow	26.3%	Lower	52	9.6%	-7.7	Declined	Green	24.9%	Lower

Data Sources: California School Dashboard Research data files.

Alliance Gertz-Ressler Richard Merkin 6-12 Complex

Board District: 5 | Region: South | Location Code: 8626

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	1,011	2.1%	0.7	Increased	Yellow	3.5%	Lower	1,036	0.3%	-1.8	Declined	Blue	3.2%	Lower	1,049	0.9%	0.6	Increased	Green	2.9%	Lower
African American/Black	9	*	*	*	*	8.8%	*	11	0.0%	--	--	--	8.4%	--	13	0.0%	0.0	Maintained	--	7.7%	--
English Learner	161	1.2%	0.5	Increased	Yellow	3.7%	Lower	115	1.7%	0.5	Increased	Yellow	3.4%	Lower	110	0.9%	-0.8	Declined	Blue	3.2%	Lower
Latino	997	2.1%	0.8	Increased	Yellow	3.8%	Lower	1,019	0.3%	-1.8	Declined	Blue	3.4%	Lower	1,032	0.9%	0.6	Increased	Green	3.0%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	87	2.3%	0.7	Increased	Yellow	8.1%	Lower	71	1.4%	-0.9	Declined	Green	7.0%	Lower
Socioeconomically Disadvantaged	969	2.2%	0.8	Increased	Yellow	4.5%	Lower	981	0.3%	-1.9	Declined	Blue	4.0%	Lower	995	0.9%	0.6	Increased	Green	3.6%	Lower
Students with Disabilities	113	0.0%	-1.9	Declined	Blue	5.9%	Lower	117	1.7%	1.7	Increased	Yellow	5.4%	Lower	118	0.8%	-0.9	Declined	Blue	5.0%	Lower

Data Sources: California School Dashboard Research data files.

Alliance Gertz-Ressler Richard Merkin 6-12 Complex

Board District: 5 | Region: South | Location Code: 8626

CA School Dashboard: Graduation Rate Indicator

This report shows the combined four- and five-year graduation rate for comprehensive (or traditional) high schools and Dashboard Alternative School Status (DASS) schools for all student groups in grades 9-12. This rate is based on the number of high school students who graduate with a regular high school diploma in either four or five years. The 2025 Graduation Rate Indicator includes students from the most recent graduation cohort (Class of 2025) as well as students from the prior cohort (Class of 2024) who graduated in their fifth year of high school in 2023-25. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Graduation Rate Indicator - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State
All Students	123	99.2%	-0.1	Maintained	Blue	86.4%	Higher	138	100.0%	0.8	Maintained	Blue	86.7%	Higher	140	98.6%	-1.4	Declined	Blue	87.8%	Higher
English Learner	13	100.0%	0.0	Maintained	--	73.5%	--	14	100.0%	0.0	Maintained	--	77.9%	--	17	100.0%	0.0	Maintained	--	79.7%	--
Latino	121	99.2%	-0.1	Maintained	Blue	84.2%	Higher	137	100.0%	0.8	Maintained	Blue	85.3%	Higher	139	98.6%	-1.4	Declined	Blue	86.9%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	11	100.0%	0.0	Maintained	--	80.8%	--	17	100.0%	0.0	Maintained	--	84.0%	--
Socioeconomically Disadvantaged	123	99.2%	-0.1	Maintained	Blue	83.7%	Higher	134	100.0%	0.8	Maintained	Blue	84.4%	Higher	136	98.5%	-1.5	Declined	Blue	86.2%	Higher
Students with Disabilities	17	100.0%	--	--	--	72.7%	--	18	100.0%	0.0	Maintained	--	74.4%	--	24	95.8%	-4.2	Declined	--	77.1%	--

Data Sources: California School Dashboard Research data files.

Alliance Gertz-Ressler Richard Merkin 6-12 Complex

Board District: 5 | Region: South | Location Code: 8626

Local Indicators Report

Local Indicators - CA School Dashboard Indicator			
Priority	**2023 Dashboard**	**2024 Dashboard**	**2025 Dashboard**
Basic Services and Conditions (Priority 1)	Standard Met	Standard Met	Standard Met
Implementation of State Academic Standards (Priority 2)	Standard Met	Standard Met	Standard Met
Parent and Family Engagement (Priority 3)	Standard Met	Standard Met	Standard Met
School Climate (Priority 6)	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study (Priority 7)	Standard Met	Standard Met	Standard Met

Data Sources: California School Dashboard Local Indicators Research data files.

Alliance Gertz-Ressler Richard Merkin 6-12 Complex

Board District: 5 | Region: South | Location Code: 8626

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group									
	2023-2024			2024-2025			2025-2026		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	1,003	529,902	5,837,690	1,031	516,685	5,806,221	1,040	497,105	5,731,260
F/R Meal	94.7%	80.6%	61.6%	94.2%	81.9%	62.7%	91.6%	82.2%	62.4%
GATE	13.1%	11.6%	N/A	11.0%	13.0%	N/A	10.8%	14.1%	N/A
English Learner	10.9%	20.1%	18.4%	10.4%	18.6%	17.4%	9.2%	16.4%	16.2%
Foster Youth	0.2%	0.6%	0.5%	0.1%	0.5%	0.5%	0.2%	0.5%	0.5%
Homeless Youth	0.3%	2.1%	3.6%	0.6%	2.7%	4.0%	0.9%	2.4%	3.8%
Socioeconomically Disadvantaged	95.2%	81.3%	62.7%	94.6%	82.4%	63.6%	92.0%	82.7%	63.1%
Students w/ Disabilities	11.5%	14.8%	13.7%	10.6%	15.6%	14.2%	11.8%	16.4%	14.8%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%	1.4%	0.3%	0.8%
African American/Black	0.9%	7.3%	4.9%	1.3%	7.1%	4.9%	1.4%	7.2%	4.8%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.1%	3.4%	9.9%	0.1%	3.3%	10.1%	0.0%	3.3%	10.3%
Filipino	0.0%	1.7%	2.2%	0.1%	1.6%	2.2%	0.1%	1.7%	2.2%
Latino	98.5%	73.8%	56.1%	98.4%	73.6%	56.1%	98.2%	72.9%	56.0%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%	0.0%	0.1%	0.4%
White	0.0%	9.8%	20.3%	0.0%	9.7%	20.0%	0.1%	9.7%	19.7%
Two or More Races	0.0%	2.0%	4.6%	0.0%	2.1%	4.8%	0.0%	2.2%	4.9%
Not Reported	0.5%	1.8%	1.1%	0.2%	2.2%	1.2%	0.2%	2.7%	1.3%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp

Alliance Gertz-Ressler Richard Merkin 6-12 Complex

Board District: 5 | Region: South | Location Code: 8626

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.

	2023-2024						2024-2025						2025-2026					
	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	60	8.0%	15,302	6.5%	211,186	10.6%	53	7.2%	13,052	5.9%	198,853	10.4%	40	5.5%	10,142	4.9%	174,300	9.5%
At-Risk 4-5 Years	2	0.3%	15,717	6.7%	136,188	6.8%	1	0.1%	11,406	5.2%	115,009	6.0%	3	0.4%	11,109	5.4%	113,143	6.2%
EL 0-3 Years	4	0.5%	60,574	25.7%	519,651	26.0%	15	2.0%	57,726	26.1%	516,862	26.9%	14	1.9%	48,131	23.5%	467,800	25.6%
EL 4+ Years & Not At-Risk or LTEL	43	5.7%	14,725	6.2%	207,768	10.4%	38	5.1%	13,775	6.2%	178,306	9.3%	39	5.4%	11,946	5.8%	170,621	9.3%
EL Total	109	14.6%	106,318	45.0%	1,074,793	53.8%	107	14.5%	95,959	43.3%	1,009,030	52.6%	96	13.2%	81,328	39.7%	925,864	50.7%
RFEP	639	85.4%	129,789	55.0%	924,422	46.2%	632	85.5%	125,465	56.7%	909,298	47.4%	631	86.8%	123,618	60.3%	900,560	49.3%
Total Ever EL	748	100.0%	236,107	100.0%	1,999,215	100.0%	739	100.0%	221,424	100.0%	1,918,328	100.0%	727	100.0%	204,946	100.0%	1,826,424	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesltel.asp

Alliance Gertz-Ressler Richard Merkin 6-12 Complex

Board District: 5 | Region: South | Location Code: 8626

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						2025-2026					
	School			Los Angeles Unified			School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	1,003			529,902			1,031			516,685			1,040			497,105		
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**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	115	100.0%	11.5%	78,319	100.0%	14.8%	109	100.0%	10.6%	80,505	100.0%	15.6%	123	100.0%	11.8%	81,470	100.0%	16.4%
High Incidence	94	81.7%	9.4%	52,153	66.6%	9.8%	88	80.7%	8.5%	52,412	65.1%	10.1%	96	78.0%	9.2%	51,757	63.5%	10.4%
Low Incidence	21	18.3%	2.1%	26,162	33.4%	4.9%	21	19.3%	2.0%	28,084	34.9%	5.4%	27	22.0%	2.6%	29,702	36.5%	6.0%
Autism	15	13.0%	1.5%	18,713	23.9%	3.5%	17	15.6%	1.6%	20,802	25.8%	4.0%	21	17.1%	2.0%	22,739	27.9%	4.6%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%	0	0.0%	0.0%	10	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%	0	0.0%	0.0%	172	0.2%	0.0%
Emotional Disturbance	2	1.7%	0.2%	1,148	1.5%	0.2%	1	0.9%	0.1%	1,082	1.3%	0.2%	2	1.6%	0.2%	964	1.2%	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%	0	0.0%	0.0%	1	0.0%	0.0%
Hard of Hearing	1	0.9%	0.1%	971	1.2%	0.2%	1	0.9%	0.1%	931	1.2%	0.2%	3	2.4%	0.3%	903	1.1%	0.2%
Intellectual Disability	1	0.9%	0.1%	3,393	4.3%	0.6%	0	0.0%	0.0%	3,381	4.2%	0.7%	0	0.0%	0.0%	3,259	4.0%	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%	0	0.0%	0.0%	1,043	1.3%	0.2%
Other Health Impairment	16	13.9%	1.6%	10,930	14.0%	2.1%	12	11.0%	1.2%	11,596	14.4%	2.2%	20	16.3%	1.9%	12,092	14.8%	2.4%
Orthopedic Impairment	1	0.9%	0.1%	533	0.7%	0.1%	1	0.9%	0.1%	434	0.5%	0.1%	0	0.0%	0.0%	405	0.5%	0.1%
Specific Learning Disability	68	59.1%	6.8%	29,615	37.8%	5.6%	68	62.4%	6.6%	29,368	36.5%	5.7%	72	58.5%	6.9%	28,727	35.3%	5.8%
Speech or Language Impairment	10	8.7%	1.0%	11,608	14.8%	2.2%	8	7.3%	0.8%	11,448	14.2%	2.2%	4	3.3%	0.4%	10,938	13.4%	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%	0	0.0%	0.0%	59	0.1%	0.0%
Visual Impairment	1	0.9%	0.1%	185	0.2%	0.0%	1	0.9%	0.1%	175	0.2%	0.0%	1	0.8%	0.1%	158	0.2%	0.0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Attachment C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
ALLIANCE GERTZ-RESSLER RICHARD MERKIN 6-12
BOARD OF EDUCATION REPORT 068 – 26/27
OCTOBER 13, 2026

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2027 until June 30, 2032 to serve up to 1,010 students in grades 6-12 in each year of the charter term.

II. Summary Description of Current District Practice:
Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:
The approval of this charter petition would renew the charter of Alliance Gertz-Ressler Richard Merkin 6-12 for five (5) years beginning July 1, 2027 until June 30, 2032.

IV. Effects of This Proposal:
The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:
If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services. Student Integration Services provided feedback for the charter petition to ensure compliance.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

HELENA YOON-FONTAMILLAS. ED.D
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

File #: Rep-080-26/27, **Version:** 1 **Agenda Date:** 10/13/2026
In Control: Charter Schools Division

Approval of the Renewal Petition for Ánimo Ralph Bunche Charter High [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Ánimo Ralph Bunche Charter High) Recommends approval of the renewal petition for Ánimo Ralph Bunche Charter High, a Middle performing, Start-Up Independent charter school, located in Board District 5 and Region East, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 625 students in grades 9-12 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Ánimo Ralph Bunche Charter High ("Charter School"), a Start-Up Independent charter school, located in Board District 5 and Region East, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 625 students in grades 9-12 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
Ánimo Ralph Bunche Charter High is a 9-12 school currently serving 517 students on a private facility at 1655 E. 27th St., Los Angeles, CA, 90011 in Board District 5 and Region East. Ánimo Ralph Bunche Charter High was originally approved by the LAUSD Board of Education on March 7, 2006. On December 8, 2020, the charter school was renewed for a five-year term to serve 625 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Ánimo Ralph Bunche Charter High expires June 30, 2027.

On July 16, 2026, Ánimo Ralph Bunche Charter High submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through October 14, 2026.

An initial Public Hearing was held on August 25, 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 Ánimo Ralph Bunche Charter High governing board members complete questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. Additionally, resumes and due diligence forms are requested from Ánimo Ralph Bunche Charter High's Lead Petitioner; Executive

Director/Chief Executive Officer or equivalent; Principal or equivalent; Financial manager or equivalent; and Chief Financial Officer or equivalent, as applicable. A confidential due diligence review of the charter school, the governing organization, and school's leaders, may be conducted by the Office of the Inspector General (OIG) as appropriate, and to the extent the OIG identifies any material concerns, 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 14 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, applicable policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms set forth in Charter School's renewal petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the renewal petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2027.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal 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 renewal 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. 080, 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's renewal petition.

Policy Implications:
All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact:
State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law, including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of

special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution

Student Impact:
As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

Issues and Analysis:
If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:
Signature Page
Attachment A- Staff Assessment and Recommendation Report
Attachment B- Ánimo Ralph Bunche Charter High Data Set
Attachment C- Desegregation Impact Statement

Budget, Petition, CORE Data (if applicable), and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1vc0vT3Uein8ZbURqlYRU3aoPc4xoOIXf?usp=sharing>

Submitted:
9/17/26

RESPECTFULLY SUBMITTED,

ANDRÉS E. CHAIT
Superintendent of Schools

APPROVED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Division of Data, Strategy, and Innovation

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 080-26/27
October 13, 2026

School Name:	**Ánimo Ralph Bunche Charter High**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 14, 2026**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Green Dot Public Schools**		
Location Code:	**8817**		
Type of Site(s):	**Private**		
Site Address(es):	**1655 E. 27th St., Los Angeles, CA 90011**		
Board District(s):	**5**	Region(s):	**East**
Grade Levels Served:	**9-12**	Current Enrollment:	**517**
Grade Levels Authorized in Current Charter:	**9-12**	Approved Enrollment in Current Charter:	**625**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2026 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval for a five (5)-year term (2027-2032)**		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Ánimo Ralph Bunche Charter High ("Ánimo Ralph Bunche" or "Charter School"), located in Board District 5 and Region East, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 625 students in grades 9-12 in each year of the charter term.

II. RENEWAL REQUIREMENTS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 14 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
  These criteria have been determined not to be bases for denial.

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)
  These criteria have been determined not to be bases for denial.

Charter Petition Requirement:
In accordance with Education Code section 47611.5, a charter school charter shall contain a declaration regarding whether or not the charter school shall be deemed the exclusive public school employer of the employees at the charter school for the purposes of Section 3540.1 of the Government Code, and that declaration shall not be materially inconsistent with the charter.

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?
  This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	Ánimo Ralph Bunche Charter High
Initial Authorization:	On March 7, 2006, Ánimo Ralph Bunche Charter High (formerly Ánimo Jefferson High School #1) was authorized by the LAUSD Board of Education to serve 525 students in grades 9-12.
Most Recent Renewal:	The charter was renewed on December 8, 2020, for a five-year term (July 1, 2021 - June 30, 2026) to serve up to 625 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Ánimo Ralph Bunche Charter High expires June 30, 2027.

	Ánimo Ralph Bunche Charter High
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	On December 8, 2020, as part of the school's most recent renewal, the LAUSD Board of Education issued the following academic benchmarks to Ánimo Ralph Bunche Charter High: 1. The school will achieve Increased or Increased Significantly in Change Level schoolwide on the California School Dashboard's Mathematics Indicator over the term of the charter with the goal of achieving a Status level that is the same or higher than the applicable state levels by the time the charter is presented for renewal. 2. The school will achieve Increased or Increased Significantly in Change Level for its numerically significant subgroups on the California School Dashboard's Mathematics Indicator over the term of the charter with the goal of achieving a Status level that is the same or higher than the applicable state levels by the time the charter is presented for renewal. Please see the "Additional Information" section below.
Submission of Renewal Petition Application:	Ánimo Ralph Bunche Charter High submitted its renewal petition application on July 16, 2026. The 90-day statutory timeline for Board action on the petition runs through October 14, 2026.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Ánimo Ralph Bunche Charter High implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Ánimo Ralph Bunche Charter High participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Ánimo Ralph Bunche Charter High is operated by Green Dot Public Schools (GDPS), a California nonprofit public benefit corporation that also operates 12 other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

A. Summary

Ánimo Ralph Bunche has been identified by the state as a Middle performing charter school. The recommendation for renewal considers the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard ("Dashboard"), and whether there was clear and convincing verified data evidence showing the charter school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School's Dashboard performance was higher than the state in English Language Arts (ELA), Science, English Learner Progress Indicator (ELPI), and College and Career Indicator (CCI), but lower in Math. The charter school submitted verified data. The recommendation of approval is based on a holistic review of the charter school, including performing higher than the state for the majority of applicable academic indicators.

Please see the Ánimo Ralph Bunche Charter High data set.

a. 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.

Ánimo Ralph Bunche Charter High Dashboard Indicators

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
Dashboard 2023	Yellow	Red	Not Applicable	Green	Medium	Not Applicable	Yellow	Blue
Dashboard 2024	Yellow	Yellow	No Performance Color	Red	Green	Not Applicable	Blue	Blue
Dashboard 2025	Green	Yellow	Blue	Blue	Green	Not Applicable	Blue	Blue

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

b. 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 three numerically significant student groups. In 2024 in ELA, the charter school's DFS was higher than the state for All Students, and for two of three numerically significant student groups. In 2025 in ELA, the charter school's DFS was higher than the state for All Students, and for all numerically significant student groups.

Ánimo Ralph Bunche Charter High - English Language Arts Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**130**	**-29.1**	**-13.6**	**Lower**
Latino	98%	129	-30.5	-40.2	Higher
English Learner	100%	36	-113.5	-67.7	Lower

Ánimo Ralph Bunche Charter High - English Language Arts Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
Socioeconomically Disadvantaged	98%	129	-28.0	-42.6	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Ánimo Ralph Bunche Charter High - English Language Arts Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**137**	**-7.6**	**-13.2**	**Higher**
Latino	99%	137	-7.6	-39.3	Higher
English Learner	98%	41	-105.8	-67.6	Lower
Socioeconomically Disadvantaged	99%	136	-7.7	-40.9	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Ánimo Ralph Bunche Charter High - English Language Arts Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**138**	**27.3**	**-8.1**	**Higher**
Latino	99%	134	28.8	-33.7	Higher
English Learner	97%	30	-22.5	-59.9	Higher
Socioeconomically Disadvantaged	99%	132	25.9	-35.3	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

c. Math Indicator

In 2023, 2024, and 2025 in Math, the charter school's DFS was lower than the state for All Students, and for all numerically significant student groups.

In order to improve student performance in Math, Charter School leaders report providing students with additional support from a Curriculum Specialist and piloting a new internal data assessment for the 2026-2027 school year to monitor student progress and inform instruction.

Ánimo Ralph Bunche Charter High - Mathematics Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**130**	**-140.6**	**-49.1**	**Lower**

Ánimo Ralph Bunche Charter High - Mathematics Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
Latino	98%	129	-141.0	-80.8	Lower
English Learner	100%	36	-202.1	-93.4	Lower
Socioeconomically Disadvantaged	98%	129	-140.2	-80.8	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Ánimo Ralph Bunche Charter High - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**98%**	**138**	**-115**	**-47.6**	**Lower**
Latino	98%	138	-115	-79.2	Lower
English Learner	95%	42	-164	-93.4	Lower
Socioeconomically Disadvantaged	98%	137	-114	-78.2	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Ánimo Ralph Bunche Charter High - Mathematics Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**138**	**-110.2**	**-42.4**	**Lower**
Latino	99%	134	-107.7	-73.6	Lower
English Learner	97%	30	-154.6	-86.1	Lower
Socioeconomically Disadvantaged	99%	132	-111.8	-72.9	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

d. Science Indicator

In 2024 in Science, the charter school's Science Points (SPs) were lower than the state for All Students, and higher than the state for two of three numerically significant student groups. In 2025 in Science, the charter school's SPs were higher than the state for All Students, and for all numerically significant student groups.

Ánimo Ralph Bunche Charter High - Science Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**100%**	**141**	**49.2**	**51.2**	**Lower**

Ánimo Ralph Bunche Charter High - Science Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
Latino	100%	141	49.2	45.4	Higher
English Learner	100%	44	35.8	39.0	Lower
Socioeconomically Disadvantaged	100%	140	49.3	45.6	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Ánimo Ralph Bunche Charter High - Science Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**100%**	**141**	**56.8**	**52.6**	**Higher**
Latino	100%	137	57.2	47.1	Higher
English Learner	100%	33	48.8	41.1	Higher
Socioeconomically Disadvantaged	100%	135	56.9	47.1	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

e. English Learner Progress Indicator

In 2023 and 2025 on the English Learner Progress Indicator (ELPI), the charter school's English Learner Progress Rate was higher than the state. In 2024 on the ELPI, the charter school's English Learner Progress Rate was lower than the state.

Ánimo Ralph Bunche Charter High - English Learner Progress Indicator - 2023 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	96.9%	89	51.7%	48.7%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Ánimo Ralph Bunche Charter High - English Learner Progress Indicator - 2024 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	70	37.1%	45.7%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Ánimo Ralph Bunche Charter High - English Learner Progress Indicator - 2025 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	85	56.5%	46.4%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

f. College/Career Indicator

In 2023, the charter school's percentage of high school graduates prepared for college or a career was lower than the state for All Students, and higher than the state for two of three numerically significant student groups. In 2024, the charter school's percentage of students prepared was lower than the state for All Students, and higher than the state for two of four numerically significant student groups. In 2025, the charter school's percentage of students prepared was higher than the state for All Students, and for all numerically significant student groups.

Ánimo Ralph Bunche Charter High - College/Career Indicator - 2023 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**155**	**36.1%**	**43.9%**	**Lower**
Latino	153	36.6%	35.5%	Higher
English Learner	33	6.1%	15.3%	Lower
Socioeconomically Disadvantaged	152	36.2%	35.4%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Ánimo Ralph Bunche Charter High - College/Career Indicator - 2024 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**126**	**45.2%**	**45.3%**	**Lower**
Latino	126	45.2%	37.4%	Higher
English Learner	36	13.9%	17.2%	Lower
Long-Term English Learner	32	6.3%	16.5%	Lower
Socioeconomically Disadvantaged	126	45.2%	37.4%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Ánimo Ralph Bunche Charter High - College/Career Indicator - 2025 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**143**	**59.4%**	**51.7%**	**Higher**
Latino	143	59.4%	45.1%	Higher
English Learner	46	32.6%	24.3%	Higher
Long-Term English Learner	40	37.5%	24.9%	Higher
Socioeconomically Disadvantaged	142	59.9%	44.8%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

g. Chronic Absenteeism Indicator
Not applicable

h. Graduation Rate Indicator [HS only]
In 2023, 2024, and 2025, the charter school's percentage of graduated students was higher than the state for All Students, and for all numerically significant student groups. Ánimo Ralph Bunche's students must earn a minimum of 240 credits with a grade of "D" or better to graduate from high school.

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., Basics: 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
As noted above, Ánimo Ralph Bunche has benchmarks related to academics in its current term. The following summarizes the outcomes of each benchmark for each of the five years (2021-2022 through 2025-2026) of the current charter term.

Note: Annual benchmark status updates as reported for the years in the tables below are based on available data from the previous school year (i.e., 2022-2023 benchmark status is based on 2021-2022 data). As CAASPP testing data are 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 2021-2022 in the tables below. Additionally, the state did not issue Performance Level (color) in 2021-2022 due to a single year of available assessment data.

Benchmark 1: *The school will achieve Increased or Increased Significantly in Change Level schoolwide on the California School Dashboard's Mathematics Indicator over the term of the charter with the goal of achieving a Status level that is the same or higher than the applicable state levels by the time the charter is presented for renewal.*

Term Years	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Benchmark	No Update	No Update	Not Met	Met	Met

Benchmark 1 was met in two years and not met in one year. No update is available for 2021-2022 and 2022-2023.

Benchmark 2: *The school will achieve Increased or Increased Significantly in Change Level for its numerically significant subgroups on the California School Dashboard's Mathematics Indicator over the term of the charter with the goal of achieving a Status level that is the same or higher than the applicable state levels by the time the charter is presented for renewal.*

Term Years	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Benchmark	No Update	No Update	Not Met	Met	Not Met

Benchmark 2 was met in one year and not met in two years. No update is available for 2021-2022 and 2022-2023.

Animo Ralph Bunche's teachers are represented by the Asociación de Maestros Unidos, an affiliate of the California Teachers Association (CTA). Classified staff are represented by Ánimo Classified Employees Association, a CTA affiliate collective bargaining unit.

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

In accordance with Education Code section 47604.32, the District's Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for Ánimo Ralph Bunche's outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

VI. VERIFIED DATA

Charter schools satisfying the Middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school's achieved measurable increases in academic achievement, or strong postsecondary outcomes for the timeframe specified in law. (Ed. Code, § 47607.2(b)(3).)

Ánimo Ralph Bunche provided verified data as part of its renewal application. The verified data was considered by staff. Ultimately, the school's performance on the California Dashboard informed the District's recommendation for approval.

VII. SUPPLEMENTAL INFORMATION

The California Department of Education (CDE) specified that, "The CORE growth model was not adopted by the California State Board of Education (SBE) as verified data."[1] The CDE further specified that, "CAASPP reported data can only be used in a manner consistent with the data reported on the CAASPP website and Dashboard. CAASPP data, and methodologies for analyzing CAASPP data (e.g., CORE Student Growth Percentiles) that are mutually agreed upon by the chartering authority and charter school, may be used to supplement Dashboard results. However, CAASPP data may not be used to dispute the Dashboard results."[2]

Charter School signed an agreement with LAUSD to submit CORE. Charter School submitted CORE Student Growth Percentiles to be used to supplement Dashboard results which was considered as part of the renewal analysis.

VIII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Ánimo Ralph Bunche's ending net assets are positive and have been upward trending since the 2021-2022 fiscal year.

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Ending Net Assets	$8,168,302	$9,123,043	$9,170,920	$9,315,784	$9,365,784
Net Income/Loss	$771,309	$954,741	$47,877	$144,864	$50,000
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment [A]	617	622	566	530	517

[1] https://www.cde.ca.gov/sp/ch/verifdatafaqs.asp#can-core-data-be-used-as-verified-data-updated-06-jun-2023
[2] https://www.cde.ca.gov/sp/ch/verifdatacrit.asp

[A] Ánimo Ralph Bunche stated that it plans to increase enrollment through various means, for example, by increasing community engagement. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

b. 2024-2025 Independent Audit Report
Audit Opinion: Unmodified/Unqualified
Material Weaknesses: None Reported
Deficiencies/Findings: None Reported
Lack of a Going Concern: None Reported

Other Significant Fiscal Information
The financial condition of the charter operator is summarized in the table below.

Green Dot Public Schools					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Ending Net Assets	Net Income / (Loss)	Ending Net Assets	Net Income / (Loss)
18[1]	14[1]	$107,545,561	($7,879,195)[2]	$21,729,959	($1,726,477)[2]

[1]Aside from the fourteen (14) LAUSD-authorized GDPS charter schools, GDPS operates four (4) additional Southern California schools: Ánimo Leadership Charter High (authorized by Lennox School District), Ánimo Inglewood Charter High (authorized by Inglewood Unified School District), Ánimo City of Champions Charter High (authorized by Los Angeles County Office of Education) and Ánimo Compton Charter Middle (authorized by Compton Unified School District).

On April 24, 2026, the GDPS Board voted to self-close Ánimo Venice Charter High, effective June 30, 2026, citing the school's enrollment challenges and its negative financial condition. Additionally, on March 10, 2026, the LAUSD Board denied Alain Leroy Locke College Preparatory Academy's renewal petition. In addition, on May 12, 2026, the LAUSD Board of Education approved the material revision for Extera Public School No. 2 to join GDPS, such that GDPS would govern, operate, and manage Extera Public School No. 2. As such, there are currently 13 GDPS charter schools in School Year 2026-2027 that are operational and authorized by LAUSD.

[2] According to GDPS, the net loss of approximately $7.9 million (including related parties and charter schools) or $1.7 million (excluding related parties and charter schools) was primary due to school site losses of $4.3 million driven by lower-than expected revenue from enrollment and ADA declines for certain Green Dot charter schools. These declines were exacerbated by FY 2024-2025 fires, protests, and ICE-related activities, as well as planned deficits following the exhaustion of Elementary and Secondary School Emergency Relief (ESSER) funds. GDPS further stated that its Home Office posted a planned $1.7 million loss attributable to reduced revenue and lower management fees, and an additional $2.0 million resulted from a one-time write-off of a canceled facility project at one of its charter school Notwithstanding the net losses, the GDPS organization reported positive ending net assets of approximately $107.5 million, including its related parties and charter schools, and approximately $21.7 million, excluding its related parties and charter schools, as of June 30, 2025.

Animo Ralph Bunche Charter High

Board District: 5 | Region: East | Location Code: 8817

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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	99%	130	-29.1	15.9	Increased Significantly	Yellow	-13.6	Lower	99%	137	-7.6	21.5	Increased Significantly	Yellow	-13.2	Higher	99%	138	27.3	35.0	Increased Significantly	Green	-8.1	Higher
English Learner	100%	36	-113.5	36.5	Increased Significantly	Orange	-67.7	Lower	98%	41	-105.8	7.7	Increased	Orange	-67.6	Lower	97%	30	-22.5	83.3	Increased Significantly	Yellow	-59.9	Higher
Latino	98%	129	-30.5	14.5	Increased	Yellow	-40.2	Higher	99%	137	-7.6	22.8	Increased Significantly	Yellow	-39.3	Higher	99%	134	28.8	36.4	Increased Significantly	Green	-33.7	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	100%	21	-111.8	-18.3	Declined Significantly	--	-109.6	--	100%	10	*	*	*	*	-104.5	*
Socioeconomically Disadvantaged	98%	129	-28.0	18.5	Increased Significantly	Yellow	-42.6	Higher	99%	136	-7.7	20.4	Increased Significantly	Yellow	-40.9	Higher	99%	132	25.9	33.6	Increased Significantly	Green	-35.3	Higher
Students with Disabilities	100%	19	-131.4	20.5	Increased Significantly	--	-96.3	--	93%	14	-126.8	4.6	Increased	--	-95.6	--	100%	15	-40.1	86.7	Increased Significantly	--	-89.4	--

Data Sources: California School Dashboard Research data files.

Animo Ralph Bunche Charter High

Board District: 5 | Region: East | Location Code: 8817

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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	99%	130	-140.6	0.3	Maintained	Red	-49.1	Lower	98%	138	-115.0	25.6	Increased Significantly	Yellow	-47.6	Lower	99%	138	-110.2	4.8	Increased	Yellow	-42.4	Lower
English Learner	100%	36	-202.1	39.7	Increased Significantly	Orange	-93.4	Lower	95%	42	-164.0	38.0	Increased Significantly	Orange	-93.4	Lower	97%	30	-154.6	9.5	Increased	Orange	-86.1	Lower
Latino	98%	129	-141.0	-0.1	Maintained	Red	-80.8	Lower	98%	138	-115.0	26.0	Increased Significantly	Yellow	-79.2	Lower	99%	134	-107.7	7.3	Increased	Yellow	-73.6	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	100%	21	-167.5	38.9	Increased Significantly	--	-163.5	--	100%	10	*	*	*	*	-158.9	*
Socioeconomically Disadvantaged	98%	129	-140.2	2.5	Maintained	Red	-80.8	Lower	98%	137	-114.0	26.2	Increased Significantly	Yellow	-78.2	Lower	99%	132	-111.8	2.1	Maintained	Orange	-72.9	Lower
Students with Disabilities	100%	19	-220.4	4.9	Increased	--	-127.3	--	93%	14	-188.8	31.6	Increased Significantly	--	-124.3	--	100%	15	-170.4	18.4	Increased Significantly	--	-120.7	--

Data Sources: California School Dashboard Research data files.

Animo Ralph Bunche Charter High

Board District: 5 | Region: East | Location Code: 8817

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														
	Dashboard 2024						Dashboard 2025							
Student Group	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%	141	49.2	--	51.2	Lower	100%	141	56.8	7.6	Increased Significantly	Blue	52.6	Higher
English Learner	100%	44	35.8	--	39.0	Lower	100%	33	48.8	13.0	Increased Significantly	Green	41.1	Higher
Latino	100%	141	49.2	--	45.4	Higher	100%	137	57.2	8.0	Increased Significantly	Blue	47.1	Higher
Long-Term English Learner	100%	22	33.9	--	32.8	--	100%	10	*	*	*	*	34.0	*
Socioeconomically Disadvantaged	100%	140	49.3	--	45.6	Higher	100%	135	56.9	7.6	Increased Significantly	Blue	47.1	Higher
Students with Disabilities	100%	13	42.8	--	36.7	--	100%	15	45.7	2.9	Increased	--	38.3	--

Data Sources: California School Dashboard Research data files.

Animo Ralph Bunche Charter High

Board District: 5 | Region: East | Location Code: 8817

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 30 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	89	51.7%	5.3	Increased	Green	48.7%	Higher	70	37.1%	-14.5	Declined Significantly	Red	45.7%	Lower	85	56.5%	19.3	Increased Significantly	Blue	46.4%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	61	41.0%	-12.8	Declined Significantly	Red	45.8%	Lower	67	62.7%	21.7	Increased Significantly	Blue	49.1%	Higher

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	51.7%	0%	27.0%	21.3%	45.7%	2.3%	32.2%	18.3%
2024	EL	37.1%	0%	38.6%	24.3%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	41.0%	0%	34.4%	24.6%	41.6%	3.4%	28.5%	24.7%
2025	EL	56.5%	0%	29.4%	14.1%	44.6%	1.3%	35.5%	17.2%
2025	LTEL	62.7%	0%	19.4%	17.9%	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.

Animo Ralph Bunche Charter High

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CA School Dashboard: Academic Performance - College / Career

This report shows the percentage of current graduates who meet specific College/Career Indicator (CCI) "prepared" criteria for all student groups in grades 9-12. For the 2023 Dashboard, the CCI will report the most current year data or "status only". Therefore the CCI will have performance displayed using one of five Status levels that range between Very Low (lowest performance), Low, Medium, High, and Very High (highest performance). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

College / Career Academic Indicator (CCI) - CA School Dashboard Indicator																			
	Dashboard 2023					Dashboard 2024							Dashboard 2025						
Student Group	Students	CCI	Status Level	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State
All Students	155	36.1%	Medium	43.9%	Lower	126	45.2%	9.1	Increased	Green	45.3%	Lower	143	59.4%	7.1	Increased	Green	51.7%	Higher
English Learner	33	6.1%	Very Low	15.3%	Lower	36	13.9%	7.8	Increased	Yellow	17.2%	Lower	46	32.6%	4.8	Increased	Yellow	24.3%	Higher
Homeless Youth	9	*	*	20.4%	*	7	*	*	*	*	21.8%	*	20	45.0%	0.0	--	--	26.5%	--
Latino	153	36.6%	Medium	35.5%	Higher	126	45.2%	8.6	Increased	Green	37.4%	Higher	143	59.4%	7.1	Increased	Green	45.1%	Higher
Long-Term English Learner	--	--	--	--	--	32	6.3%	3.1	Increased	Orange	16.5%	Lower	40	37.5%	15.6	Increased	Green	24.9%	Higher
Socioeconomically Disadvantaged	152	36.2%	Medium	35.4%	Higher	126	45.2%	9.1	Increased	Green	37.4%	Higher	142	59.9%	7.5	Increased	Green	44.8%	Higher
Students with Disabilities	21	4.8%	Very Low	12.3%	--	19	5.3%	0.5	Maintained	--	13.5%	--	14	42.9%	21.8	Increased	--	18.7%	--

Data Sources: California School Dashboard Research data files.

Animo Ralph Bunche Charter High

Board District: 5 | Region: East | Location Code: 8817

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																							
	Dashboard 2023							Dashboard 2024							Dashboard 2025								
Student Group	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	640	0.0%	-0.6	Declined	Blue	3.5%	Lower	603	0.2%	0.2	Maintained	Blue	3.2%	Lower	567	0.0%	-0.2	Maintained	Blue	2.9%	Lower		
English Learner	119	0.0%	-0.7	Declined	Blue	3.7%	Lower	103	1.0%	1.0	Increased	Yellow	3.4%	Lower	120	0.0%	-1.0	Declined	Blue	3.2%	Lower		
Homeless Youth	18	0.0%	0.0	Maintained	--	6.5%	--	26	0.0%	0.0	Maintained	--	5.7%	--	37	0.0%	0.0	Maintained	--	5.1%	Lower		
Latino	633	0.0%	-0.6	Declined	Blue	3.8%	Lower	595	0.2%	0.2	Maintained	Blue	3.4%	Lower	558	0.0%	-0.2	Maintained	Blue	3.0%	Lower		
Long-Term English Learner	--	--	--	--	--	--	--	81	1.2%	1.2	Increased	Yellow	8.1%	Lower	87	0.0%	-1.2	Declined	Blue	7.0%	Lower		
Socioeconomically Disadvantaged	625	0.0%	-0.6	Declined	Blue	4.5%	Lower	585	0.2%	0.2	Maintained	Blue	4.0%	Lower	549	0.0%	-0.2	Maintained	Blue	3.6%	Lower		
Students with Disabilities	78	0.0%	0.0	Maintained	Blue	5.9%	Lower	78	0.0%	0.0	Maintained	Blue	5.4%	Lower	62	0.0%	0.0	Maintained	Blue	5.0%	Lower		

Data Sources: California School Dashboard Research data files.

Animo Ralph Bunche Charter High

Board District: 5 | Region: East | Location Code: 8817

CA School Dashboard: Graduation Rate Indicator

This report shows the combined four- and five-year graduation rate for comprehensive (or traditional) high schools and Dashboard Alternative School Status (DASS) schools for all student groups in grades 9-12. This rate is based on the number of high school students who graduate with a regular high school diploma in either four or five years. The 2025 Graduation Rate Indicator includes students from the most recent graduation cohort (Class of 2025) as well as students from the prior cohort (Class of 2024) who graduated in their fifth year of high school in 2023-25. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Graduation Rate Indicator - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State
All Students	160	92.5%	-2.0	Declined	Yellow	86.4%	Higher	127	96.1%	3.6	Increased	Blue	86.7%	Higher	144	95.8%	-0.2	Maintained	Blue	87.8%	Higher
English Learner	35	82.9%	-9.5	Declined Significantly	Orange	73.5%	Higher	37	97.3%	14.4	Increased Significantly	Blue	77.9%	Higher	46	91.3%	-6.0	Declined Significantly	Yellow	79.7%	Higher
Homeless Youth	9	*	*	*	*	73.7%	*	7	*	*	*	*	75.7%	*	20	95.0%	--	--	--	77.1%	--
Latino	158	93.0%	-2.1	Declined	Yellow	84.2%	Higher	127	96.1%	3.0	Increased	Blue	85.3%	Higher	144	95.8%	-0.2	Maintained	Blue	86.9%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	33	97.0%	14.6	Increased Significantly	Blue	80.8%	Higher	40	95.0%	-2.0	Declined	Blue	84.0%	Higher
Socioeconomically Disadvantaged	157	92.4%	-2.1	Declined	Yellow	83.7%	Higher	127	96.1%	3.7	Increased	Blue	84.4%	Higher	143	95.8%	-0.3	Maintained	Blue	86.2%	Higher
Students with Disabilities	22	81.8%	-14.5	Declined Significantly	--	72.7%	--	19	100.0%	18.2	Increased Significantly	--	74.4%	--	14	92.9%	-7.1	Declined Significantly	--	77.1%	--

Data Sources: California School Dashboard Research data files.

Animo Ralph Bunche Charter High

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Local Indicators Report

Local Indicators - CA School Dashboard Indicator			
Priority	**2023 Dashboard**	**2024 Dashboard**	**2025 Dashboard**
Basic Services and Conditions (Priority 1)	Standard Met	Standard Met	Standard Met
Implementation of State Academic Standards (Priority 2)	Standard Met	Standard Met	Standard Met
Parent and Family Engagement (Priority 3)	Standard Met	Standard Met	Standard Met
School Climate (Priority 6)	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study (Priority 7)	Standard Met	Standard Met	Standard Met

Data Sources: California School Dashboard Local Indicators Research data files.

Animo Ralph Bunche Charter High

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Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group									
	2023-2024			2024-2025			2025-2026		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	557	529,902	5,837,690	533	516,685	5,806,221	517	497,105	5,731,260
F/R Meal	97.7%	80.6%	61.6%	96.4%	81.9%	62.7%	96.9%	82.2%	62.4%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A	0.0%	14.1%	N/A
English Learner	16.2%	20.1%	18.4%	18.6%	18.6%	17.4%	17.6%	16.4%	16.2%
Foster Youth	0.0%	0.6%	0.5%	0.6%	0.5%	0.5%	0.2%	0.5%	0.5%
Homeless Youth	2.9%	2.1%	3.6%	4.3%	2.7%	4.0%	4.3%	2.4%	3.8%
Socioeconomically Disadvantaged	98.0%	81.3%	62.7%	97.0%	82.4%	63.6%	96.9%	82.7%	63.1%
Students w/ Disabilities	12.2%	14.8%	13.7%	10.7%	15.6%	14.2%	11.0%	16.4%	14.8%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%	0.2%	0.3%	0.8%
African American/Black	0.9%	7.3%	4.9%	1.3%	7.1%	4.9%	1.4%	7.2%	4.8%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.0%	3.4%	9.9%	0.0%	3.3%	10.1%	0.0%	3.3%	10.3%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%	0.0%	1.7%	2.2%
Latino	98.6%	73.8%	56.1%	97.4%	73.6%	56.1%	97.7%	72.9%	56.0%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%	0.0%	0.1%	0.4%
White	0.5%	9.8%	20.3%	0.6%	9.7%	20.0%	1.0%	9.7%	19.7%
Two or More Races	0.0%	2.0%	4.6%	0.0%	2.1%	4.8%	0.0%	2.2%	4.9%
Not Reported	0.0%	1.8%	1.1%	0.8%	2.2%	1.2%	0.0%	2.7%	1.3%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp

Animo Ralph Bunche Charter High

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Long-Term English Learners (LTEL) and “At-Risk”

Note: The “EL Total” column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the “English Learners” heading. The “Total (Ever-EL)” column displays the summed total of the data in the “RFEP” column plus the data in the four columns under the “English Learners” heading OR the data in the “EL Total” column, but not both. The percent values displayed in this report are calculated as a percent of the “Total (Ever-EL)” which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

	2023-2024						2024-2025						2025-2026					
	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	55	12.2%	15,302	6.5%	211,186	10.6%	53	12.3%	13,052	5.9%	198,853	10.4%	42	10.5%	10,142	4.9%	174,300	9.5%
At-Risk 4-5 Years	2	0.4%	15,717	6.7%	136,188	6.8%	3	0.7%	11,406	5.2%	115,009	6.0%	2	0.5%	11,109	5.4%	113,143	6.2%
EL 0-3 Years	14	3.1%	60,574	25.7%	519,651	26.0%	21	4.9%	57,726	26.1%	516,862	26.9%	20	5.0%	48,131	23.5%	467,800	25.6%
EL 4+ Years & Not At-Risk or LTEL	19	4.2%	14,725	6.2%	207,768	10.4%	21	4.9%	13,775	6.2%	178,306	9.3%	27	6.8%	11,946	5.8%	170,621	9.3%
EL Total	90	20.0%	106,318	45.0%	1,074,793	53.8%	98	22.7%	95,959	43.3%	1,009,030	52.6%	91	22.8%	81,328	39.7%	925,864	50.7%
RFEP	360	80.0%	129,789	55.0%	924,422	46.2%	333	77.3%	125,465	56.7%	909,298	47.4%	309	77.3%	123,618	60.3%	900,560	49.3%
Total Ever EL	450	100.0%	236,107	100.0%	1,999,215	100.0%	431	100.0%	221,424	100.0%	1,918,328	100.0%	400	100.0%	204,946	100.0%	1,826,424	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesltel.asp

Animo Ralph Bunche Charter High

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Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by Local Education Agencies (LEAs). LEAs are #required to “certify” specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are “frozen” and cannot be amended. High Incidence is defined as students in the Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment categories. Low Incidence Students are defined as those in the Autism, Deafness, Emotional Disturbance, Hard of Hearing, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, and Visual #Impairment categories.

Special Education Enrollment by Category																		
	2023-2024						2024-2025						2025-2026					
	School			Los Angeles Unified			School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	557			529,902			533			516,685			517			497,105		
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**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	67	100.0%	12.0%	78,319	100.0%	14.8%	56	100.0%	10.5%	80,505	100.0%	15.6%	57	100.0%	11.0%	81,470	100.0%	16.4%
High Incidence	54	80.6%	9.7%	52,153	66.6%	9.8%	44	78.6%	8.3%	52,412	65.1%	10.1%	40	70.2%	7.7%	51,757	63.5%	10.4%
Low Incidence	13	19.4%	2.3%	26,162	33.4%	4.9%	12	21.4%	2.3%	28,084	34.9%	5.4%	17	29.8%	3.3%	29,702	36.5%	6.0%
Autism	8	11.9%	1.4%	18,713	23.9%	3.5%	7	12.5%	1.3%	20,802	25.8%	4.0%	11	19.3%	2.1%	22,739	27.9%	4.6%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%	0	0.0%	0.0%	10	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%	0	0.0%	0.0%	172	0.2%	0.0%
Emotional Disturbance	1	1.5%	0.2%	1,148	1.5%	0.2%	1	1.8%	0.2%	1,082	1.3%	0.2%	2	3.5%	0.4%	964	1.2%	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%	0	0.0%	0.0%	1	0.0%	0.0%
Hard of Hearing	1	1.5%	0.2%	971	1.2%	0.2%	1	1.8%	0.2%	931	1.2%	0.2%	1	1.8%	0.2%	903	1.1%	0.2%
Intellectual Disability	3	4.5%	0.5%	3,393	4.3%	0.6%	3	5.4%	0.6%	3,381	4.2%	0.7%	3	5.3%	0.6%	3,259	4.0%	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%	0	0.0%	0.0%	1,043	1.3%	0.2%
Other Health Impairment	8	11.9%	1.4%	10,930	14.0%	2.1%	10	17.9%	1.9%	11,596	14.4%	2.2%	8	14.0%	1.5%	12,092	14.8%	2.4%
Orthopedic Impairment	0	0.0%	0.0%	533	0.7%	0.1%	0	0.0%	0.0%	434	0.5%	0.1%	0	0.0%	0.0%	405	0.5%	0.1%
Specific Learning Disability	44	65.7%	7.9%	29,615	37.8%	5.6%	32	57.1%	6.0%	29,368	36.5%	5.7%	31	54.4%	6.0%	28,727	35.3%	5.8%
Speech or Language Impairment	2	3.0%	0.4%	11,608	14.8%	2.2%	2	3.6%	0.4%	11,448	14.2%	2.2%	1	1.8%	0.2%	10,938	13.4%	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%	0	0.0%	0.0%	59	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%	0	0.0%	0.0%	158	0.2%	0.0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Attachment C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
ANIMO RALPH BUNCHE CHARTER HIGH
BOARD OF EDUCATION REPORT 080 – 26/27
October 13, 2026

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2027 until June 30, 2032 to serve up to 625 students in grades 9-12 in each year of the charter term.

II. Summary Description of Current District Practice:
Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:
The approval of this charter petition would renew the charter of Animo Ralph Bunche Charter High for five (5) years beginning July 1, 2027 until June 30, 2032.

IV. Effects of This Proposal:
The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:
If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services. Student Integration Services provided feedback for the charter petition to ensure compliance.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

CHRISTINE KAE
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

File #: Rep-086-26/27, **Version:** 1 **Agenda Date:** 10/13/2026
In Control: Charter Schools Division

Approval of the Renewal Petition for Equitas Academy 4 [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Equitas Academy 4) Recommends approval of the renewal petition for Equitas Academy 4, a Middle performing, Start-Up Independent charter school, with benchmarks in the areas of academics (ELA for Students with Disabilities) and academic engagement (Chronic Absenteeism), located in Board District 5 and Region West, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 400 students in grades 5-8 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Equitas Academy 4 ("Charter School"), a Start-Up Independent charter school, benchmarks in the areas of academics (ELA for Students with Disabilities) and academic engagement (Chronic Absenteeism), located in Board District 5 and Region West, for a term of five (5) years, beginning July 1, 2027 until June 30, 2032, to serve up to 400 students in grades 5-8 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
Equitas Academy 4 is a 5-8 school currently serving 438 students on a private facility at 1612 W. Pico Boulevard, Los Angeles, CA, 90015 in Board District 5 and Region West. Equitas Academy 4 was originally approved by the LAUSD Board of Education on September 1, 2015. On November 24, 2020, the charter school was renewed for a five-year term to serve 400 students in grades 5-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Equitas Academy 4 expires June 30, 2027.

On July 16, 2026, Equitas Academy 4 submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through October 14, 2026.

An initial Public Hearing was held on August 25, 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 Equitas Academy 4 governing board members complete questionnaires so the District may assess

whether any conflicts of interest arise based on the information provided. Additionally, resumes and due diligence forms are requested from Equitas Academy 4's Lead Petitioner; Executive Director/Chief Executive Officer or equivalent; Principal or equivalent; Financial manager or equivalent; and Chief Financial Officer or equivalent, as applicable. A confidential due diligence review of the charter school, the governing organization, and school's leaders, may be conducted by the Office of the Inspector General (OIG) as appropriate, and to the extent the OIG identifies any material concerns, 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 14 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, applicable policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms set forth in Charter School's renewal petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the renewal petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2027.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal 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 renewal petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 086, 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's renewal petition.

Policy Implications:
All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact:
State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law, including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support

the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:
As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

Issues and Analysis:
If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:
Signature Page
Attachment A- Staff Assessment and Recommendation Report
Attachment B- Equitas Academy 4 Data Set
Attachment C- Desegregation Impact Statement

Budget, Petition, CORE Data (if applicable), and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1KQjUGRcVGoRzcVJZiJhrgaJnaQ8XszBS?usp=sharing>

Submitted:
09/17/26

RESPECTFULLY SUBMITTED,

ANDRÉS E. CHAIT
Superintendent of Schools

APPROVED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Division of Data, Strategy, and Innovation

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 086-26/27
October 13, 2026

School Name:	**Equitas Academy 4**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 14, 2026**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Equitas Academy Charter School, Inc.**		
Location Code:	**7551**		
Type of Site(s):	**Private**		
Site Address(es):	**1612 W. Pico Boulevard, Los Angeles, CA 90015**		
Board District(s):	**5**	Region(s):	**West**
Grade Levels Served:	**5-8**	Current Enrollment:	**438**
Grade Levels Authorized in Current Charter:	**5-8**	Approved Enrollment in Current Charter:	**400**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2026 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval with benchmarks for a five (5)-year term (2027-2032)**		
PROPOSED BENCHMARKS:	The following benchmarks are proposed for Equitas Academy 4 for the 2027-2032 charter term: 1. In each year of the charter term, the charter school shall demonstrate academic growth in English Language Arts (ELA) for (Students with Disabilities) as reported on the California School Dashboard ELA Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level; or by achieving a DFS that is equal to or higher than their respective student group state average DFS. 2. In each year of the charter term, the charter school shall demonstrate progress on the Chronic Absenteeism Indicator for All Students as reported on the California School Dashboard by making progress towards lowering student absences by achieving a Declined or Declined Significantly from the prior year as measured by Change Level; or by achieving a percentage of students that are chronically absent that is equal to or lower than the state percentage of students that are chronically absent.		

PROPOSED BENCHMARKS (CONT.):	As part of ongoing oversight, the District will review the charter school's performance at its annual oversight visit to determine any appropriate actions, including consideration of the school's progress upon submission of a renewal petition at the end of the term of the charter.

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Equitas Academy 4 ("Charter School"), with benchmarks in the area of academics and academic engagement, located in Board District 5 and Region West, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 400 students in grades 5-8 in each year of the charter term.

II. RENEWAL REQUIREMENTS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 14 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
  These criteria have been determined not to be bases for denial.

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)
  These criteria have been determined not to be bases for denial.

Charter Petition Requirement:

In accordance with Education Code section 47611.5, a charter school charter shall contain a declaration regarding whether or not the charter school shall be deemed the exclusive public school employer of the employees at the charter school for the purposes of Section 3540.1 of the Government Code, and that declaration shall not be materially inconsistent with the charter.

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?
  This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	Equitas Academy 4
Initial Authorization:	On September 1, 2015, Equitas Academy 4 was authorized by the LAUSD Board of Education to serve 400 students in grades 5-8.
Most Recent Renewal:	The charter was renewed on November 24, 2020, for a five-year term (July 1, 2021 - June 30, 2026) to serve up to 400 students in grades 5-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Equitas Academy 4 expires June 30, 2027.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Equitas Academy 4 submitted its renewal petition application on July 16, 2026. The 90-day statutory timeline for Board action on the petition runs through October 14, 2026.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Equitas Academy 4 implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Equitas Academy 4 participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Equitas Academy 4 is operated by Equitas Academy Charter School, Inc**.** **(**"Equitas"), a California nonprofit public benefit corporation that also operates six other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

A. Summary

Equitas Academy 4 has been identified by the state as a Middle performing charter school. The recommendation for renewal considers the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard ("Dashboard"), and whether there was clear and convincing verified data evidence showing the charter school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School's Dashboard performance was higher than the state in English Language Arts, English Learner Progress Indicator (ELPI), and Science, but lower in Math. The charter school submitted verified data. The recommendation of approval is based on a holistic review of the charter school, including performing higher than the state for the majority of applicable academic indicators.

Please see the Equitas Academy 4 data set.

a. 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.

Equitas Academy 4

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
Dashboard 2023	Yellow	Yellow	Not Applicable	Blue	Not Applicable	Red	Not Applicable	Blue
Dashboard 2024	Yellow	Orange	No Performance Color	Orange	Not Applicable	Yellow	Not Applicable	Blue
Dashboard 2025	Orange	Orange	Yellow	Green	Not Applicable	Red	Not Applicable	Yellow

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

b. English Language Arts Indicator

In 2023 in ELA, the charter school's Distance from Standard (DFS) was lower than the state for All Students, and higher for all numerically significant student groups. In 2024 and 2025 in ELA, the charter school's DFS was lower than the state for All Students, and higher than the state for four of five numerically significant student groups.

As noted above, staff is recommending a benchmark in ELA for the Students with Disabilities student group. In order to improve student performance in this area, the charter school leaders report strengthening differentiated practices through teacher professional development, and goal setting cycles to further build student ownership of learning.

Equitas Academy 4 - English Language Arts Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**366**	**-27.6**	**-13.6**	**Lower**
Latino	99%	350	-28.4	-40.2	Higher
English Learner	98%	176	-62.7	-67.7	Higher
Socioeconomically Disadvantaged	99%	348	-29.0	-42.6	Higher
Students with Disabilities	100%	43	-86.2	-96.3	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Equitas Academy 4 - English Language Arts Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**400**	**-22.8**	**-13.2**	**Lower**
Latino	100%	399	-22.7	-39.3	Higher
English Learner	99%	195	-58.3	-67.6	Higher
Long-Term English Learner	100%	48	-97.1	-109.6	Higher
Socioeconomically Disadvantaged	99%	385	-23.1	-40.9	Higher
Students with Disabilities	98%	40	-108.9	-95.6	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Equitas Academy 4 - English Language Arts Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**420**	**-32.8**	**-8.1**	**Lower**
Latino	100%	417	-32.8	-33.7	Higher
English Learner	100%	224	-59.8	-59.9	Higher
Long-Term English Learner	100%	61	-97.8	-104.5	Higher
Socioeconomically Disadvantaged	100%	398	-34.5	-35.3	Higher
Students with Disabilities	100%	54	-122.6	-89.4	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

c. Math Indicator

In 2023 in Math, the charter school's DFS was lower than the state for All Students, and lower than the state for two of four numerically significant student groups. In 2024 and 2025 in Math, the charter school's DFS was lower than the state for All Students, and lower than the state for four of five numerically significant student groups.

In order to improve student performance in this area the charter school leaders report providing students with targeted tutoring and small group instructional support.

Equitas Academy 4 - Mathematics Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**367**	**-78.5**	**-49.1**	**Lower**
Latino	99%	351	-77.1	-80.8	Higher
English Learner	99%	177	-115.2	-93.4	Lower
Socioeconomically Disadvantaged	99%	349	-78.9	-80.8	Higher
Students with Disabilities	100%	43	-137.5	-127.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Equitas Academy 4 - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**404**	**-84.6**	**-47.6**	**Lower**
Latino	100%	403	-84.5	-79.2	Lower
English Learner	100%	200	-114.3	-93.4	Lower
Long-Term English Learner	100%	48	-159.8	-163.5	Higher
Socioeconomically Disadvantaged	100%	389	-84.9	-78.2	Lower
Students with Disabilities	100%	41	-164.1	-124.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Equitas Academy 4 - Mathematics Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**425**	**-84.8**	**-42.4**	**Lower**
Latino	100%	422	-84.9	-73.6	Lower
English Learner	100%	229	-109.8	-86.1	Lower

Equitas Academy 4 - Mathematics Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
Long-Term English Learner	100%	61	-157.2	-158.9	Higher
Socioeconomically Disadvantaged	100%	403	-85.9	-72.9	Lower
Students with Disabilities	100%	54	-151.3	-120.7	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

d. 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 all numerically significant student groups.

Equitas Academy 4 - Science Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**100%**	**180**	**49.9**	**51.2**	**Lower**
Latino	100%	180	49.9	45.4	Higher
English Learner	100%	82	41.3	39.0	Higher
Socioeconomically Disadvantaged	100%	176	49.7	45.6	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Equitas Academy 4 - Science Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**100%**	**213**	**51.2**	**52.6**	**Lower**
Latino	100%	211	51.4	47.1	Higher
English Learner	99%	98	45.4	41.1	Higher
Socioeconomically Disadvantaged	100%	199	50.9	47.1	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

e. English Learner Progress Indicator

In 2023, 2024, and 2025 on the English Learner Progress Indicator (ELPI), the charter school's English Learner Progress Rate was higher than the state.

Equitas Academy 4 - English Learner Progress Indicator - 2023 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	118	77.1%	48.7%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Equitas Academy 4 - English Learner Progress Indicator - 2024 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	104	50.0%	45.7%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Equitas Academy 4 - English Learner Progress Indicator - 2025 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	120	55.0%	46.4%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

f. College/Career Indicator
Not applicable

g. Chronic Absenteeism Indicator
In 2023 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students, and higher for all numerically significant student groups. In 2024 on the Chronic Absenteeism Indicator, the charter school's rate of Chronic Absenteeism was higher than the state for All Students, and lower for three of five numerically significant student groups. In 2025 on the Chronic Absenteeism Indicator, the charter school's rate of Chronic Absenteeism was higher than the state for All Students, and higher for four of five numerically significant student groups.

As noted above, staff is recommending a benchmark in Chronic Absenteeism for All Students. In order to improve student performance in this area school leaders report providing continued tiered intervention practices through positive incentives for all students and case management referrals for students and families in need of more intensive support.

h. Graduation Rate 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
None

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 categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for Equitas Academy 4 outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2024-2025	*Developing*
2025-2026	*Developing*
Concerns	The rating of *Developing* in 2024-2025and 2025-2026 was due to the average of Dashboard indicators.

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

VI. VERIFIED DATA

Charter schools satisfying the Middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school's achieved measurable increases in academic achievement, or strong postsecondary outcomes for the timeframe specified in law. (Ed. Code, § 47607.2(b)(3).)

Equitas Academy 4 provided verified data as part of its renewal application. The verified data was considered by staff. Ultimately, the school's performance on the California Dashboard informed the District's recommendation for approval.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Equitas Academy 4 Charter's ending net assets are positive and have been upward trending since the 2022-2023 fiscal year.

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Ending Net Assets	$2,689,857	$2,673,636	$2,796,165	$3,139,505	$3,268,263
Net Income/Loss	$111,801	($16,221)[1]	$122,529	$343,340	$128,758
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment [A]	352	387	419	460	438

[1] Equitas explained that the FY2022-2023 net loss of $16,221 was primarily due to year- end audit adjustments, including the recognition of an expense associated with a delayed invoice and adjustments associated with one-time revenues.

[A] CSD staff will continue to monitor Equitas Academy 4's enrollment in accordance with established procedures and will take appropriate actions to ensure Charter School's alignment with the approved capacity.

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

Equitas' 2024-2025 annual independent audit report identified two (2) audit findings as follows: 1) Significant deficiency with respect to noncompliance with state compliance related to Mode of Instruction pertaining to Equitas Academy 2. There were no questioned costs identified in the audit report; and 2) Significant deficiency with respect to noncompliance with state compliance related to the ASES program pertaining to Equitas Academy 5 and Equitas Academy 6. There were no questioned costs identified in the audit report. The charter operator has initiated corrective actions to address these audit findings, including enhanced trainings and increased adherence to required practices. The CSD will continue to monitor these issues through its oversight process, including a review of Equitas' 2025-2026 independent audit report to evaluate the implementation of corrective actions.

c. Other Significant Fiscal Information
The financial condition of the charter operator is summarized in the table below.

Equitas Academy Charter Schools, Inc.					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
7	7	$21,172,769	$6,593,682	$2,145,129	$3,557,024

Equitas Academy 4

Board District: 2 | Region: East | Location Code: 7551

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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	99%	366	-27.6	21.9	Increased Significantly	Yellow	-13.6	Lower	100%	400	-22.8	4.9	Increased	Yellow	-13.2	Lower	100%	420	-32.8	-10.0	Declined	Orange	-8.1	Lower
English Learner	98%	176	-62.7	32.2	Increased Significantly	Yellow	-67.7	Higher	99%	195	-58.3	4.4	Increased	Yellow	-67.6	Higher	100%	224	-59.8	-1.6	Maintained	Orange	-59.9	Higher
Latino	99%	350	-28.4	21.0	Increased Significantly	Yellow	-40.2	Higher	100%	399	-22.7	5.8	Increased	Yellow	-39.3	Higher	100%	417	-32.8	-10.1	Declined	Orange	-33.7	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	100%	48	-97.1	-3.0	Declined	Red	-109.6	Higher	100%	61	-97.8	-0.7	Maintained	Red	-104.5	Higher
Socioeconomically Disadvantaged	99%	348	-29.0	22.4	Increased Significantly	Yellow	-42.6	Higher	99%	385	-23.1	5.9	Increased	Yellow	-40.9	Higher	100%	398	-34.5	-11.4	Declined	Orange	-35.3	Higher
Students with Disabilities	100%	43	-86.2	16.5	Increased Significantly	Orange	-96.3	Higher	98%	40	-108.9	-22.7	Declined Significantly	Red	-95.6	Lower	100%	54	-122.6	-13.7	Declined	Red	-89.4	Lower

Data Sources: California School Dashboard Research data files.

Equitas Academy 4

Board District: 2 | Region: East | Location Code: 7551

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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	99%	367	-78.5	21.6	Increased Significantly	Yellow	-49.1	Lower	100%	404	-84.6	-6.1	Declined	Orange	-47.6	Lower	100%	425	-84.8	-0.2	Maintained	Orange	-42.4	Lower
English Learner	99%	177	-115.2	25.0	Increased Significantly	Orange	-93.4	Lower	100%	200	-114.3	0.8	Maintained	Red	-93.4	Lower	100%	229	-109.8	4.6	Increased	Orange	-86.1	Lower
Latino	99%	351	-77.1	23.5	Increased Significantly	Yellow	-80.8	Higher	100%	403	-84.5	-7.4	Declined	Orange	-79.2	Lower	100%	422	-84.9	-0.5	Maintained	Orange	-73.6	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	100%	48	-159.8	17.3	Increased Significantly	Orange	-163.5	Higher	100%	61	-157.2	2.6	Maintained	Red	-158.9	Higher
Socioeconomically Disadvantaged	99%	349	-78.9	23.2	Increased Significantly	Yellow	-80.8	Higher	100%	389	-84.9	-6.0	Declined	Orange	-78.2	Lower	100%	403	-85.9	-1.0	Maintained	Orange	-72.9	Lower
Students with Disabilities	100%	43	-137.5	12.5	Increased	Orange	-127.3	Lower	100%	41	-164.1	-26.6	Declined Significantly	Red	-124.3	Lower	100%	54	-151.3	12.8	Increased	Orange	-120.7	Lower

Data Sources: California School Dashboard Research data files.

Equitas Academy 4

Board District: 2 | Region: East | Location Code: 7551

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														
	Dashboard 2024						Dashboard 2025							
Student Group	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%	180	49.9	--	51.2	Lower	100%	213	51.2	1.3	Maintained	Yellow	52.6	Lower
English Learner	100%	82	41.3	--	39.0	Higher	99%	98	45.4	4.1	Increased	Green	41.1	Higher
Latino	100%	180	49.9	--	45.4	Higher	100%	211	51.4	1.5	Maintained	Yellow	47.1	Higher
Long-Term English Learner	100%	13	36.8	--	32.8	--	96%	21	38.5	1.6	Maintained	--	34.0	--
Socioeconomically Disadvantaged	100%	176	49.7	--	45.6	Higher	100%	199	50.9	1.2	Maintained	Yellow	47.1	Higher
Students with Disabilities	100%	17	33.5	--	36.7	--	96%	26	37.3	3.8	Increased	--	38.3	--

Data Sources: California School Dashboard Research data files.

Equitas Academy 4

Board District: 2 | Region: East | Location Code: 7551

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 30 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	118	77.1%	33.5	Increased Significantly	Blue	48.7%	Higher	104	50.0%	-27.1	Declined Significantly	Orange	45.7%	Higher	120	55.0%	5.0	Increased	Green	46.4%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	47	61.7%	-17.8	Declined Significantly	Orange	45.8%	Higher	61	70.5%	8.8	Increased	Blue	49.1%	Higher

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	76.3%	0.0%	18.6%	4.2%	45.7%	2.3%	32.2%	18.3%
2024	EL	47.1%	2.9%	36.5%	12.5%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	55.3%	6.4%	27.7%	10.6%	41.6%	3.4%	28.5%	24.7%
2025	EL	53.3%	0.8%	32.5%	11.7%	44.6%	1.3%	35.5%	17.2%
2025	LTEL	68.9%	1.6%	14.8%	13.1%	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.

Equitas Academy 4

Board District: 2 | Region: East | Location Code: 7551

CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	391	30.9%	8.5	Increased Significantly	Red	24.3%	Higher	431	20.2%	-10.8	Declined Significantly	Yellow	18.6%	Higher	466	21.7%	1.5	Increased	Red	17.1%	Higher
English Learner	134	37.3%	13.5	Increased	Red	26.3%	Higher	124	25.0%	-12.3	Declined	Orange	20.1%	Higher	140	26.4%	1.4	Increased	Red	18.1%	Higher
Latino	371	29.4%	7.8	Increased Significantly	Red	28.4%	Higher	429	20.0%	-9.3	Declined Significantly	Yellow	21.7%	Lower	459	21.6%	1.5	Increased	Red	20.1%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	50	24.0%	-15.6	Declined	Orange	23.9%	Higher	68	26.5%	2.5	Increased	Red	22.5%	Higher
Socioeconomically Disadvantaged	372	31.2%	7.9	Increased Significantly	Red	29.9%	Higher	409	20.3%	-10.9	Declined Significantly	Yellow	23.4%	Lower	439	21.9%	1.6	Increased	Red	21.7%	Higher
Students with Disabilities	45	35.6%	2.2	Increased	Red	33.1%	Higher	42	26.2%	-9.4	Declined	Orange	26.3%	Lower	59	23.7%	-2.5	Declined	Orange	24.9%	Lower

Data Sources: California School Dashboard Research data files.

Equitas Academy 4

Board District: 2 | Region: East | Location Code: 7551

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																						
	Dashboard 2023							Dashboard 2024							Dashboard 2025							
Student Group	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	397	1.3%	-3.8	Declined Significantly	Blue	3.5%	Lower	438	0.0%	-1.3	Declined	Blue	3.2%	Lower	483	0.6%	0.6	Increased	Yellow	2.9%	Lower	
English Learner	136	2.2%	-1.4	Declined	Green	3.7%	Lower	125	0.0%	-2.2	Declined	Blue	3.4%	Lower	146	0.0%	0.0	Maintained	Blue	3.2%	Lower	
Latino	376	1.3%	-3.8	Declined Significantly	Blue	3.8%	Lower	433	0.0%	-1.3	Declined	Blue	3.4%	Lower	476	0.6%	0.6	Increased	Yellow	3.0%	Lower	
Long-Term English Learner	--	--	--	--	--	--	--	50	0.0%	-2.0	Declined	Blue	8.1%	Lower	70	0.0%	0.0	Maintained	Blue	7.0%	Lower	
Socioeconomically Disadvantaged	376	1.3%	-4.1	Declined Significantly	Blue	4.5%	Lower	415	0.0%	-1.3	Declined	Blue	4.0%	Lower	455	0.7%	0.7	Increased	Yellow	3.6%	Lower	
Students with Disabilities	46	0.0%	-9.3	Declined	Blue	5.9%	Lower	42	0.0%	0.0	Maintained	Blue	5.4%	Lower	62	1.6%	1.6	Increased	Yellow	5.0%	Lower	

Data Sources: California School Dashboard Research data files.

Equitas Academy 4

Board District: 2 | Region: East | Location Code: 7551

Local Indicators Report

Local Indicators - CA School Dashboard Indicator			
Priority	**2023 Dashboard**	**2024 Dashboard**	**2025 Dashboard**
Basic Services and Conditions (Priority 1)	Standard Met	Standard Met	Standard Met
Implementation of State Academic Standards (Priority 2)	Standard Met	Standard Met	Standard Met
Parent and Family Engagement (Priority 3)	Standard Met	Standard Met	Standard Met
School Climate (Priority 6)	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study (Priority 7)	Standard Met	Standard Met	Standard Met

Data Sources: California School Dashboard Local Indicators Research data files.

Equitas Academy 4

Board District: 2 | Region: East | Location Code: 7551

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group									
	2023-2024			2024-2025			2025-2026		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	420	529,902	5,837,690	456	516,685	5,806,221	433	497,105	5,731,260
F/R Meal	94.0%	80.6%	61.6%	93.2%	81.9%	62.7%	91.2%	82.2%	62.4%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A	0.0%	14.1%	N/A
English Learner	27.4%	20.1%	18.4%	28.9%	18.6%	17.4%	29.8%	16.4%	16.2%
Foster Youth	0.0%	0.6%	0.5%	0.0%	0.5%	0.5%	0.2%	0.5%	0.5%
Homeless Youth	0.5%	2.1%	3.6%	0.4%	2.7%	4.0%	0.0%	2.4%	3.8%
Socioeconomically Disadvantaged	95.2%	81.3%	62.7%	94.1%	82.4%	63.6%	93.1%	82.7%	63.1%
Students w/ Disabilities	10.0%	14.8%	13.7%	12.3%	15.6%	14.2%	15.9%	16.4%	14.8%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%	0.5%	0.3%	0.8%
African American/Black	0.0%	7.3%	4.9%	0.2%	7.1%	4.9%	0.5%	7.2%	4.8%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.0%	3.4%	9.9%	0.0%	3.3%	10.1%	0.0%	3.3%	10.3%
Filipino	0.0%	1.7%	2.2%	0.4%	1.6%	2.2%	0.5%	1.7%	2.2%
Latino	99.8%	73.8%	56.1%	98.7%	73.6%	56.1%	98.8%	72.9%	56.0%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%	0.0%	0.1%	0.4%
White	0.0%	9.8%	20.3%	0.2%	9.7%	20.0%	0.2%	9.7%	19.7%
Two or More Races	0.0%	2.0%	4.6%	0.2%	2.1%	4.8%	0.0%	2.2%	4.9%
Not Reported	0.2%	1.8%	1.1%	0.2%	2.2%	1.2%	0.0%	2.7%	1.3%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp

Equitas Academy 4

Board District: 2 | Region: East | Location Code: 7551

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.

	2023-2024						2024-2025						2025-2026					
	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	27	8.5%	15,302	6.5%	211,186	10.6%	46	13.4%	13,052	5.9%	198,853	10.4%	37	11.9%	10,142	4.9%	174,300	9.5%
At-Risk 4-5 Years	11	3.4%	15,717	6.7%	136,188	6.8%	14	4.1%	11,406	5.2%	115,009	6.0%	21	6.8%	11,109	5.4%	113,143	6.2%
EL 0-3 Years	13	4.1%	60,574	25.7%	519,651	26.0%	20	5.8%	57,726	26.1%	516,862	26.9%	24	7.7%	48,131	23.5%	467,800	25.6%
EL 4+ Years & Not At-Risk or LTEL	64	20.1%	14,725	6.2%	207,768	10.4%	52	15.2%	13,775	6.2%	178,306	9.3%	47	15.1%	11,946	5.8%	170,621	9.3%
EL Total	115	36.1%	106,318	45.0%	1,074,793	53.8%	132	38.5%	95,959	43.3%	1,009,030	52.6%	129	41.5%	81,328	39.7%	925,864	50.7%
RFEP	204	63.9%	129,789	55.0%	924,422	46.2%	211	61.5%	125,465	56.7%	909,298	47.4%	182	58.5%	123,618	60.3%	900,560	49.3%
Total Ever EL	319	100.0%	236,107	100.0%	1,999,215	100.0%	343	100.0%	221,424	100.0%	1,918,328	100.0%	311	100.0%	204,946	100.0%	1,826,424	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesltel.asp

Equitas Academy 4

Board District: 2 | Region: East | Location Code: 7551

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						2025-2026					
	School			Los Angeles Unified			School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	420			529,902			456			516,685			433			497,105		
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**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	42	100.0%	10.0%	78,319	100.0%	14.8%	56	100.0%	12.3%	80,505	100.0%	15.6%	69	100.0%	15.9%	81,470	100.0%	16.4%
High Incidence	35	83.3%	8.3%	52,153	66.6%	9.8%	45	80.4%	9.9%	52,412	65.1%	10.1%	55	79.7%	12.7%	51,757	63.5%	10.4%
Low Incidence	7	16.7%	1.7%	26,162	33.4%	4.9%	11	19.6%	2.4%	28,084	34.9%	5.4%	14	20.3%	3.2%	29,702	36.5%	6.0%
Autism	6	14.3%	1.4%	18,713	23.9%	3.5%	10	17.9%	2.2%	20,802	25.8%	4.0%	11	15.9%	2.5%	22,739	27.9%	4.6%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%	0	0.0%	0.0%	10	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%	0	0.0%	0.0%	172	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%	0	0.0%	0.0%	964	1.2%	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%	0	0.0%	0.0%	1	0.0%	0.0%
Hard of Hearing	1	2.4%	0.2%	971	1.2%	0.2%	0	0.0%	0.0%	931	1.2%	0.2%	0	0.0%	0.0%	903	1.1%	0.2%
Intellectual Disability	0	0.0%	0.0%	3,393	4.3%	0.6%	1	1.8%	0.2%	3,381	4.2%	0.7%	3	4.3%	0.7%	3,259	4.0%	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%	0	0.0%	0.0%	1,043	1.3%	0.2%
Other Health Impairment	9	21.4%	2.1%	10,930	14.0%	2.1%	13	23.2%	2.9%	11,596	14.4%	2.2%	9	13.0%	2.1%	12,092	14.8%	2.4%
Orthopedic Impairment	0	0.0%	0.0%	533	0.7%	0.1%	0	0.0%	0.0%	434	0.5%	0.1%	0	0.0%	0.0%	405	0.5%	0.1%
Specific Learning Disability	22	52.4%	5.2%	29,615	37.8%	5.6%	27	48.2%	5.9%	29,368	36.5%	5.7%	38	55.1%	8.8%	28,727	35.3%	5.8%
Speech or Language Impairment	4	9.5%	1.0%	11,608	14.8%	2.2%	5	8.9%	1.1%	11,448	14.2%	2.2%	8	11.6%	1.8%	10,938	13.4%	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%	0	0.0%	0.0%	59	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%	0	0.0%	0.0%	158	0.2%	0.0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Attachment C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
EQUITAS ACADEMY # 4
BOARD OF EDUCATION REPORT 086 – 26/27
October 13, 2026

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2027 until June 30, 2032 to serve up to 400 students in grades 5-8 in each year of the charter term.

II. Summary Description of Current District Practice:
Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:
The approval of this charter petition would renew the charter of Equitas Academy #4 for five (5) years beginning July 1, 2027 until June 30, 2032.

IV. Effects of This Proposal:
The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:
If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services. Student Integration Services provided feedback for the charter petition to ensure compliance.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

Elias Juarez
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

File #: Rep-088-26/27, **Version:** 1 **Agenda Date:** 10/13/2026
In Control: Charter Schools Division

Approval of the Renewal Petition for Equitas Academy Charter [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Equitas Academy Charter) Recommends approval of the renewal petition for Equitas Academy Charter, a Middle performing, Start-Up Independent charter school, with a benchmark in the area of academic engagement (Chronic Absenteeism), located in Board District 5 and Region West, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 450 students in grades TK-4 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Equitas Academy Charter ("Charter School"), a Start-Up Independent charter school, with a benchmark in the area of academic engagement (Chronic Absenteeism), located in Board District 5 and Region West, for a term of five (5) years, beginning July 1, 2027 until June 30, 2032, to serve up to 450 students in grades TK-4 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
Equitas Academy Charter is a TK-4 school currently serving 450 students on a private facility at 1700 West Pico Boulevard, Los Angeles, CA, 90015 in Board District 5 and Region West. Equitas Academy Charter was originally approved by the LAUSD Board of Education on March 4, 2009. On October 23, 2018, the charter school was renewed for a five-year term to serve 450 students in grades TK-4. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Equitas Academy Charter expires June 30, 2027.

On July 16, 2026, Equitas Academy Charter submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through October 14, 2026.

An initial Public Hearing was held on August 25, 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 Equitas Academy Charter governing board members complete questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. Additionally, resumes and due

diligence forms are requested from Equitas Academy Charter's Lead Petitioner; Executive Director/Chief Executive Officer or equivalent; Principal or equivalent; Financial manager or equivalent; and Chief Financial Officer or equivalent, as applicable. A confidential due diligence review of the charter school, the governing organization, and school's leaders, may be conducted by the Office of the Inspector General (OIG) as appropriate, and to the extent the OIG identifies any material concerns, 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 14 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, applicable policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms set forth in Charter School's renewal petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the renewal petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal petition, Charter School would be

authorized to continue operations as a charter school for the charter term beginning July 1, 2027.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal 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 renewal petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 088, 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's renewal petition.

Policy Implications:
All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact:
State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law, including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and,

to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:
As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

Issues and Analysis:
If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:
Signature Page
Attachment A -Staff Assessment and Recommendation Report
Attachment B- Equitas Academy Charter Data Set
Attachment C- Desegregation Impact Statement

Budget, Petition, CORE Data (if applicable), and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1hY4LQGweUXYjnfAXcON2f7-0aGH5hQZy?usp=sharing>

Submitted:
09/17/26

RESPECTFULLY SUBMITTED,

ANDRÉS E. CHAIT
Superintendent of Schools

APPROVED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Division of Data, Strategy, and Innovation

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 088-26/27
October 13, 2026

School Name:	**Equitas Academy Charter**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 14, 2026**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Equitas Academy Charter School, Inc.**		
Location Code:	**2154**		
Type of Site(s):	**Private**		
Site Address(es):	**1700 West Pico Blvd., Los Angeles, CA 90015**		
Board District(s):	**5**	Region(s):	**West**
Grade Levels Served:	**TK-4**	Current Enrollment:	**444**
Grade Levels Authorized in Current Charter:	**TK-4**	Approved Enrollment in Current Charter:	**450**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2026 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval with a benchmark for a five (5)-year term (2027-2032)**		
PROPOSED BENCHMARKS:	The following benchmark is proposed for Equitas Academy Charter for the 2027-2032 charter term: In each year of the charter term, the charter school shall demonstrate progress on the Chronic Absenteeism Indicator for All Students, as reported on the California School Dashboard by making progress towards lowering student absences by achieving a Declined or Declined Significantly from the prior year as measured by Change Level; or by achieving a percentage of students that are chronically absent that is equal to or lower than the state percentage of students that are chronically absent. As part of ongoing oversight, the District will review the charter school's performance at its annual oversight visit to determine any appropriate actions, including consideration of the school's progress upon submission of a renewal petition at the end of the term of the charter.		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Equitas Academy Charter ("Charter School"), with a benchmark in the area of academic engagement, located in Board District 5 and Region West, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 450 students in grades TK-4 in each year of the charter term.

II. RENEWAL REQUIREMENTS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 14 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
  These criteria have been determined not to be bases for denial.

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)
  These criteria have been determined not to be bases for denial.

Charter Petition Requirement:

In accordance with Education Code section 47611.5, a charter school charter shall contain a declaration regarding whether or not the charter school shall be deemed the exclusive public school employer of the employees at the charter school for the purposes of Section 3540.1 of the Government Code, and that declaration shall not be materially inconsistent with the charter.

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?
  This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	Equitas Academy Charter
Initial Authorization:	On March 24, 2009, Equitas Academy Charter was authorized by the LAUSD Board of Education to serve 360 students in grades K-5.
Most Recent Renewal:	The charter was renewed on October 23, 2018, for a five-year term (July 1, 2019 - June 30, 2024) to serve up to 450 students in grades TK-4. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Equitas Academy Charter expires June 30, 2027.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Equitas Academy Charter submitted its renewal petition application on July 16, 2026. The 90-day statutory timeline for Board action on the petition runs through October 14, 2026.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Equitas Academy Charter implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Equitas Academy Charter participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Equitas Academy Charter is operated by Equitas Academy Charter School, Inc. ("Equitas"), a California nonprofit public benefit corporation that also operates six other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

A. Summary

Equitas Academy Charter has been identified by the state as a Middle performing charter school. The recommendation for renewal considers the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard ("Dashboard"), and whether there was clear and convincing verified data evidence showing the charter school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School's Dashboard performance was higher than the state in English Language Arts (ELA) and Math, but lower in English Learner Progress Indicator (ELPI). The charter school submitted verified data. The recommendation of approval is based on a holistic review of the charter school, including performing higher than the state for the majority of applicable academic indicators.

Please see the Equitas Academy Charter data set.

a. 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.

Equitas Academy Charter Dashboard Indicators

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
Dashboard 2023	Yellow	Yellow	Not Applicable	Blue	Not Applicable	Red	Not Applicable	Blue
Dashboard 2024	Yellow	Orange	Not Applicable	Red	Not Applicable	Yellow	Not Applicable	Blue
Dashboard 2025	Yellow	Green	Not Applicable	Yellow	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)

b. 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 higher for all numerically significant student groups.

Equitas Academy Charter - English Language Arts Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**171**	**-33.1**	**-13.6**	**Lower**
Latino	100%	164	-35.0	-40.2	Higher
English Learner	100%	118	-40.3	-67.7	Higher
Socioeconomically Disadvantaged	100%	161	-35.9	-42.6	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Equitas Academy Charter - English Language Arts Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**152**	**-26.6**	**-13.2**	**Lower**
Latino	99%	151	-26.3	-39.3	Higher
English Learner	99%	95	-42.3	-67.6	Higher
Socioeconomically Disadvantaged	99%	142	-29.2	-40.9	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Equitas Academy Charter - English Language Arts Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**97%**	**148**	**-14.2**	**-8.1**	**Lower**
Latino	97%	146	-13.6	-33.7	Higher
English Learner	98%	101	-24.4	-59.9	Higher
Socioeconomically Disadvantaged	97%	138	-14.1	-35.3	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

c. Math Indicator

In 2023, 2024, and 2025 in Math, the charter school's DFS was higher than the state for All Students, and for all numerically significant student groups.

Equitas Academy Charter - Mathematics Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**170**	**-31.9**	**-49.1**	**Higher**
Latino	100%	163	-34.4	-80.8	Higher

Equitas Academy Charter - Mathematics Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
English Learner	100%	117	-37.7	-93.4	Higher
Socioeconomically Disadvantaged	100%	160	-34.3	-80.8	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Equitas Academy Charter - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**153**	**-30.2**	**-47.6**	**Higher**
Latino	99%	152	-30.0	-79.2	Higher
English Learner	99%	96	-41.6	-93.4	Higher
Socioeconomically Disadvantaged	99%	143	-31.9	-78.2	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Equitas Academy Charter - Mathematics Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**97%**	**149**	**-20.2**	**-42.4**	**Higher**
Latino	97%	147	-20.1	-73.6	Higher
English Learner	98%	102	-26.3	-86.1	Higher
Socioeconomically Disadvantaged	97%	139	-20.9	-72.9	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

d. Science Indicator
Not applicable

e. English Learner Progress Indicator
In 2023 on the English Learner Progress Indicator (ELPI), the charter school's English Learner Progress Rate was higher than the state. In 2024 and 2025 on the ELPI, the charter school's English Learner Progress Rate was lower than the state.

To improve student outcomes in this area, school leadership reported providing teachers with targeted observation opportunities to highlight effective practices and support the use of integrated and designated English Language Development strategies. The school also reported increasing English Learner Advisory Council family participation to strengthen partnerships among families, teachers, and school staff.

Equitas Academy Charter - English Learner Progress Indicator - 2023 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	149	55.7%	48.7%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Equitas Academy Charter - English Learner Progress Indicator - 2024 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	130	37.7%	45.7%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Equitas Academy Charter - English Learner Progress Indicator - 2025 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	124	41.1%	46.4%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

f. College/Career Indicator
Not applicable

g. Chronic Absenteeism Indicator
In 2023 and 2024 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students, and for all numerically significant student groups. In 2025, the charter schools rate of chronic absenteeism was higher than the state for All Students, and for three of four numerically significant student groups.

As noted above, staff is recommending a benchmark in Chronic Absenteeism Indicator for All Students. To improve student outcomes in this area, school leadership reported implementing weekly schoolwide meetings to recognize students and families for attendance successes, classroom attendance competitions, and weekly recognition for students with perfect attendance. The school also hosts "Resource Fairs" to provide essential resources, including school supplies, uniforms, and food.

h. Graduation Rate 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 categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for Equitas Academy Charter outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Developing*
Concerns	No unresolved issues pending

VI. VERIFIED DATA

Charter schools satisfying the Middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school's achieved measurable increases in academic achievement, or strong postsecondary outcomes for the timeframe specified in law. (Ed. Code, § 47607.2(b)(3).)

Equitas Academy Charter provided verified data as part of its renewal application. The verified data was considered by staff. Ultimately, the school's performance on the California Dashboard informed the District's recommendation for approval.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition
Equitas Academy Charter's ending net assets are positive and have been upward trending since the 2021-2022 fiscal year.

	2021-2022 (Audited Actuals)	2021-2022 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Ending Net Assets	$6,767,595	$7,113,873	$7,628,997	$7,857,051	$8,303,627
Net Income/Loss	$674,510	$346,278	$515,124	$228,054	$446,576
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment	461	449	424	429	444

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

Equitas' 2024-2025 annual independent audit report identified two (2) audit findings as follows: 1) Significant deficiency with respect to noncompliance with state compliance related to Mode of Instruction pertaining to Equitas Academy 2. There were no questioned costs identified in the audit report; and 2) Significant deficiency with respect to noncompliance with state compliance related to the ASES program pertaining to Equitas Academy 5 and Equitas Academy 6. There were no questioned costs identified in the audit report. The charter operator has initiated corrective actions to address these audit findings, including enhanced trainings and increased adherence to required practices. The CSD will continue to monitor these issues through its oversight process, including a review of Equitas' 2025-2026 independent audit report to evaluate the implementation of corrective actions.

Other Significant Fiscal Information

The financial condition of the charter operator is summarized in the table below.

Equitas Academy Charter School, Inc.					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Ending Net Assets	Net Income / (Loss)	Ending Net Assets	Net Income / (Loss)
7	7	$21,172,769	$6,583,682	$2,145,129	$3,557,024

Equitas Academy Charter

Board District: 5 | Region: West | Location Code: 2154

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	171	-33.1	3.5	Increased	Yellow	-13.6	Lower	99%	152	-26.6	6.5	Increased	Yellow	-13.2	Lower	97%	148	-14.2	12.4	Increased	Yellow	-8.1	Lower
English Learner	100%	118	-40.3	6.4	Increased	Yellow	-67.7	Higher	99%	95	-42.3	-2.0	Maintained	Orange	-67.6	Higher	98%	101	-24.4	17.9	Increased Significantly	Yellow	-59.9	Higher
Latino	100%	164	-35.0	-0.3	Maintained	Orange	-40.2	Higher	99%	151	-26.3	8.7	Increased	Yellow	-39.3	Higher	97%	146	-13.6	12.7	Increased	Yellow	-33.7	Higher
Socioeconomically Disadvantaged	100%	161	-35.9	3.8	Increased	Yellow	-42.6	Higher	99%	142	-29.2	6.7	Increased	Yellow	-40.9	Higher	97%	138	-14.1	15.1	Increased Significantly	Yellow	-35.3	Higher
Students with Disabilities	100%	25	-114.3	-24.6	Declined Significantly	--	-96.3	--	97%	28	-85.1	29.2	Increased Significantly	--	-95.6	--	82%	21	-107.0	-22.0	Declined Significantly	--	-89.4	--

Data Sources: California School Dashboard Research data files.

Equitas Academy Charter

Board District: 5 | Region: West | Location Code: 2154

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	170	-31.9	11.5	Increased	Yellow	-49.1	Higher	99%	153	-30.2	1.7	Maintained	Orange	-47.6	Higher	97%	149	-20.2	10.0	Increased	Green	-42.4	Higher
English Learner	100%	117	-37.7	18.7	Increased Significantly	Yellow	-93.4	Higher	99%	96	-41.6	-4.0	Declined	Orange	-93.4	Higher	98%	102	-26.3	15.4	Increased Significantly	Yellow	-86.1	Higher
Latino	100%	163	-34.4	7.2	Increased	Yellow	-80.8	Higher	99%	152	-30.0	4.4	Increased	Yellow	-79.2	Higher	97%	147	-20.1	9.9	Increased	Green	-73.6	Higher
Socioeconomically Disadvantaged	100%	160	-34.3	11.6	Increased	Yellow	-80.8	Higher	99%	143	-31.9	2.4	Maintained	Orange	-78.2	Higher	97%	139	-20.9	11.0	Increased	Green	-72.9	Higher
Students with Disabilities	100%	25	-124.4	-27.0	Declined Significantly	--	-127.3	--	97%	28	-109.0	15.4	Increased Significantly	--	-124.3	--	82%	21	-104.3	4.7	Increased	--	-120.7	--

Data Sources: California School Dashboard Research data files.

Equitas Academy Charter

Board District: 5 | Region: West | Location Code: 2154

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 30 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	149	55.7%	16.2	Increased Significantly	Blue	48.7%	Higher	130	37.7%	-18.0	Declined Significantly	Red	45.7%	Lower	124	41.1%	3.4	Increased	Yellow	46.4%	Lower

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	55.7%	0%	25.5%	18.8%	45.7%	2.3%	32.2%	18.3%
2024	EL	37.7%	0%	42.3%	20.0%	43.2%	1.9%	34.4%	19.1%
2025	EL	41.1%	0%	42.7%	15.3%	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.

Equitas Academy Charter

Board District: 5 | Region: West | Location Code: 2154

CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	451	40.1%	18.5	Increased Significantly	Red	24.3%	Higher	418	22.5%	-17.6	Declined Significantly	Yellow	18.6%	Higher	436	22.2%	-0.2	Maintained	Red	17.1%	Higher
English Learner	221	38.9%	15.7	Increased Significantly	Red	26.3%	Higher	201	26.4%	-12.5	Declined Significantly	Yellow	20.1%	Higher	177	22.0%	-4.3	Declined Significantly	Yellow	18.1%	Higher
Latino	425	39.5%	18.6	Increased Significantly	Red	28.4%	Higher	408	22.3%	-17.2	Declined Significantly	Yellow	21.7%	Higher	425	21.9%	-0.4	Maintained	Red	20.1%	Higher
Socioeconomically Disadvantaged	420	40.7%	17.7	Increased Significantly	Red	29.9%	Higher	385	23.6%	-17.1	Declined Significantly	Yellow	23.4%	Higher	402	21.6%	-2.0	Declined	Orange	21.7%	Lower
Students with Disabilities	71	57.7%	32.3	Increased	Red	33.1%	Higher	67	34.3%	-23.4	Declined	Orange	26.3%	Higher	70	31.4%	-2.9	Declined	Orange	24.9%	Higher

Data Sources: California School Dashboard Research data files.

Equitas Academy Charter

Board District: 5 | Region: West | Location Code: 2154

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																							
	Dashboard 2023							Dashboard 2024							Dashboard 2025								
Student Group	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	454	0.0%	0.0	Maintained	Blue	3.5%	Lower	423	0.0%	0.0	Maintained	Blue	3.2%	Lower	444	0.0%	0.0	Maintained	Blue	2.9%	Lower		
English Learner	222	0.0%	0.0	Maintained	Blue	3.7%	Lower	203	0.0%	0.0	Maintained	Blue	3.4%	Lower	180	0.0%	0.0	Maintained	Blue	3.2%	Lower		
Latino	427	0.0%	0.0	Maintained	Blue	3.8%	Lower	412	0.0%	0.0	Maintained	Blue	3.4%	Lower	433	0.0%	0.0	Maintained	Blue	3.0%	Lower		
Socioeconomically Disadvantaged	422	0.0%	0.0	Maintained	Blue	4.5%	Lower	390	0.0%	0.0	Maintained	Blue	4.0%	Lower	406	0.0%	0.0	Maintained	Blue	3.6%	Lower		
Students with Disabilities	71	0.0%	0.0	Maintained	Blue	5.9%	Lower	67	0.0%	0.0	Maintained	Blue	5.4%	Lower	71	0.0%	0.0	Maintained	Blue	5.0%	Lower		

Data Sources: California School Dashboard Research data files.

Equitas Academy Charter

Board District: 5 | Region: West | Location Code: 2154

Local Indicators Report

Local Indicators - CA School Dashboard Indicator			
Priority	**2023 Dashboard**	**2024 Dashboard**	**2025 Dashboard**
Basic Services and Conditions (Priority 1)	Standard Met	Standard Met	Standard Met
Implementation of State Academic Standards (Priority 2)	Standard Met	Standard Met	Standard Met
Parent and Family Engagement (Priority 3)	Standard Met	Standard Met	Standard Met
School Climate (Priority 6)	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study (Priority 7)	Standard Met	Standard Met	Standard Met

Data Sources: California School Dashboard Local Indicators Research data files.

Equitas Academy Charter

Board District: 5 | Region: West | Location Code: 2154

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group									
	2023-2024			2024-2025			2025-2026		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	424	529,902	5,837,690	427	516,685	5,806,221	443	497,105	5,731,260
F/R Meal	91.7%	80.6%	61.6%	90.4%	81.9%	62.7%	88.5%	82.2%	62.4%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A	0.0%	14.1%	N/A
English Learner	47.9%	20.1%	18.4%	40.0%	18.6%	17.4%	40.4%	16.4%	16.2%
Foster Youth	0.9%	0.6%	0.5%	0.2%	0.5%	0.5%	0.2%	0.5%	0.5%
Homeless Youth	0.0%	2.1%	3.6%	0.0%	2.7%	4.0%	2.0%	2.4%	3.8%
Socioeconomically Disadvantaged	92.2%	81.3%	62.7%	90.9%	82.4%	63.6%	89.2%	82.7%	63.1%
Students w/ Disabilities	15.3%	14.8%	13.7%	14.5%	15.6%	14.2%	14.4%	16.4%	14.8%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%	0.0%	0.3%	0.8%
African American/Black	0.5%	7.3%	4.9%	0.7%	7.1%	4.9%	0.5%	7.2%	4.8%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.7%	3.4%	9.9%	0.7%	3.3%	10.1%	0.5%	3.3%	10.3%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%	0.0%	1.7%	2.2%
Latino	98.3%	73.8%	56.1%	97.4%	73.6%	56.1%	95.3%	72.9%	56.0%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%	0.0%	0.1%	0.4%
White	0.2%	9.8%	20.3%	0.7%	9.7%	20.0%	2.3%	9.7%	19.7%
Two or More Races	0.2%	2.0%	4.6%	0.2%	2.1%	4.8%	1.1%	2.2%	4.9%
Not Reported	0.0%	1.8%	1.1%	0.2%	2.2%	1.2%	0.5%	2.7%	1.3%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp

Equitas Academy Charter

Board District: 5 | Region: West | Location Code: 2154

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.

	2023-2024						2024-2025						2025-2026					
	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%	15,302	6.5%	211,186	10.6%	0	0.0%	13,052	5.9%	198,853	10.4%	0	0.0%	10,142	4.9%	174,300	9.5%
At-Risk 4-5 Years	32	11.3%	15,717	6.7%	136,188	6.8%	25	9.6%	11,406	5.2%	115,009	6.0%	19	7.0%	11,109	5.4%	113,143	6.2%
EL 0-3 Years	159	56.4%	60,574	25.7%	519,651	26.0%	137	52.5%	57,726	26.1%	516,862	26.9%	149	55.0%	48,131	23.5%	467,800	25.6%
EL 4+ Years & Not At-Risk or LTEL	12	4.3%	14,725	6.2%	207,768	10.4%	9	3.4%	13,775	6.2%	178,306	9.3%	11	4.1%	11,946	5.8%	170,621	9.3%
EL Total	203	72.0%	106,318	45.0%	1,074,793	53.8%	171	65.5%	95,959	43.3%	1,009,030	52.6%	179	66.1%	81,328	39.7%	925,864	50.7%
RFEP	79	28.0%	129,789	55.0%	924,422	46.2%	90	34.5%	125,465	56.7%	909,298	47.4%	92	33.9%	123,618	60.3%	900,560	49.3%
Total Ever EL	282	100.0%	236,107	100.0%	1,999,215	100.0%	261	100.0%	221,424	100.0%	1,918,328	100.0%	271	100.0%	204,946	100.0%	1,826,424	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesltel.asp

Equitas Academy Charter

Board District: 5 | Region: West | Location Code: 2154

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						2025-2026					
	School			Los Angeles Unified			School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	424			529,902			427			516,685			443			497,105		
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**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	60	100.0%	14.2%	78,319	100.0%	14.8%	62	100.0%	14.5%	80,505	100.0%	15.6%	64	100.0%	14.4%	81,470	100.0%	16.4%
High Incidence	55	91.7%	13.0%	52,153	66.6%	9.8%	51	82.3%	11.9%	52,412	65.1%	10.1%	47	73.4%	10.6%	51,757	63.5%	10.4%
Low Incidence	5	8.3%	1.2%	26,162	33.4%	4.9%	11	17.7%	2.6%	28,084	34.9%	5.4%	17	26.6%	3.8%	29,702	36.5%	6.0%
Autism	4	6.7%	0.9%	18,713	23.9%	3.5%	8	12.9%	1.9%	20,802	25.8%	4.0%	14	21.9%	3.2%	22,739	27.9%	4.6%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%	0	0.0%	0.0%	10	0.0%	0.0%
Deafness	1	1.7%	0.2%	188	0.2%	0.0%	1	1.6%	0.2%	178	0.2%	0.0%	1	1.6%	0.2%	172	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%	0	0.0%	0.0%	964	1.2%	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%	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%	0	0.0%	0.0%	903	1.1%	0.2%
Intellectual Disability	0	0.0%	0.0%	3,393	4.3%	0.6%	2	3.2%	0.5%	3,381	4.2%	0.7%	1	1.6%	0.2%	3,259	4.0%	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%	0	0.0%	0.0%	1,043	1.3%	0.2%
Other Health Impairment	5	8.3%	1.2%	10,930	14.0%	2.1%	2	3.2%	0.5%	11,596	14.4%	2.2%	10	15.6%	2.3%	12,092	14.8%	2.4%
Orthopedic Impairment	0	0.0%	0.0%	533	0.7%	0.1%	0	0.0%	0.0%	434	0.5%	0.1%	1	1.6%	0.2%	405	0.5%	0.1%
Specific Learning Disability	8	13.3%	1.9%	29,615	37.8%	5.6%	6	9.7%	1.4%	29,368	36.5%	5.7%	6	9.4%	1.4%	28,727	35.3%	5.8%
Speech or Language Impairment	42	70.0%	9.9%	11,608	14.8%	2.2%	43	69.4%	10.1%	11,448	14.2%	2.2%	31	48.4%	7.0%	10,938	13.4%	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%	0	0.0%	0.0%	59	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%	0	0.0%	0.0%	158	0.2%	0.0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Attachment C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
EQUITAS ACADEMY CHARTER
BOARD OF EDUCATION REPORT 088 – 26/27
October13, 2026

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2027 until June 30, 2032 to serve up to 450 students in grades TK-4 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 Equitas Academy Charter for five (5) years beginning July 1, 2027 until June 30, 2032.

IV. Effects of This Proposal:
The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:
If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services. Student Integration Services provided feedback for the charter petition to ensure compliance.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

JOSÉ SALAS
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

File #: Rep-092-26/27, **Version:** 1 **Agenda Date:** 10/13/2026
In Control: Charter Schools Division

Approval of the Renewal Petition for ISANA Cardinal Academy
[PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for ISANA Cardinal Academy) Recommends approval of the renewal petition for ISANA Cardinal Academy, a Middle performing, Start-Up Independent charter school, located in Board District 6 and Region North, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 490 students in grades TK-8 by the end of the charter term.

Action Proposed:
Approve the renewal petition for ISANA Cardinal Academy ("Charter School"), a Start-Up Independent charter school, located in Board District 6 and Region North, for a term of five (5) years, beginning July 1, 2027 until June 30, 2032, to serve up to 490 students in grades TK-8 by the end of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
ISANA Cardinal Academy is a TK-8 span school currently serving 283 students on a District site, Sun Valley Magnet, through Proposition 39 at 7330 Bakman Avenue, Sun Valley, CA 91352 in Board District 6 and Region North. ISANA Cardinal Academy was originally approved by the LAUSD Board of Education on December 14, 2010. On November 24, 2020, the charter school was renewed for a five-year term to serve 490 students in grades TK-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for ISANA Cardinal Academy June 30, 2027.

On July 16, 2026, ISANA Cardinal Academy submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through October 14, 2026.

An initial Public Hearing was held on August 25, 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 ISANA Cardinal Academy governing board members complete questionnaires so the District may

assess whether any conflicts of interest arise based on the information provided. Additionally, resumes and due diligence forms are requested from ISANA Cardinal Academy's Lead Petitioner; Executive Director/Chief Executive Officer or equivalent; Principal or equivalent; Financial Manager or equivalent; and Chief Financial Officer or equivalent, as applicable. A confidential due diligence review of the charter school, the governing organization, and school's leaders, may be conducted by the Office of the Inspector General (OIG) as appropriate, and to the extent the OIG identifies any material concerns, 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 14 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, applicable policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms set forth in Charter School's renewal petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the renewal petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2027.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal 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 renewal petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 092, 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's renewal petition.

Policy Implications:
All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact:
State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law, including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support

the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:
As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

Issues and Analysis:
If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:
Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - ISANA Cardinal Academy Data Set
Attachment C - Desegregation Impact Statement

Budget, Petition, CORE Data (if applicable), and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1UkYMW-oZhGsWP3nOqvqJF6SXEfM8D6JR?usp=drive_link>

Submitted:
09/17/26

RESPECTFULLY SUBMITTED,

ANDRÉS E. CHAIT
Superintendent of Schools

APPROVED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Division of Data, Strategy, and Innovation

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

Attachment A

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 092-26/27
October 13, 2026

School Name:	**ISANA Cardinal Academy**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 14, 2026**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**ISANA**		
Location Code:	**2257**		
Type of Site(s):	**District-Proposition 39 Co-Location**		
Site Address(es):	**7330 Bakman Ave., Sun Valley, CA 91352 (Sun Valley Magnet Campus)**		
Board District(s):	**6**	Region(s):	**North**
Grade Levels Served:	**TK-5**	Current Enrollment:	**283**
Grade Levels Authorized in Current Charter:	**TK-8**	Approved Enrollment in Current Charter:	**490**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2026 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval for a five (5)-year term (2027-2032)**		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for ISANA Cardinal Academy ("Charter School"), located in Board District 6 and Region North, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 490 students in grades TK-8 by the end of the charter term.

The charter school currently serves students in grades TK–5 and has not fully rolled out all authorized grade levels. The charter school continues to explore facility options to support the proposed grade-level rollout in the renewal 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 14 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

	ISANA Cardinal Academy
Initial Authorization:	On December 14, 2010, ISANA Cardinal Academy (formerly named Celerity Cardinal Charter School) was authorized by the LAUSD Board of Education to serve 490 students in grades K-8.
Most Recent Renewal:	The charter was renewed on November 24, 2020, for a five-year term (July 1, 2021 - June 30, 2026) to serve up to 490 students in grades TK-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one

	ISANA Cardinal Academy
	additional year. Thus, by operation of law, the charter term for ISANA Cardinal Academy expires June 30, 2027.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	On November 24, 2020, as part of the school's most recent renewal, the LAUSD Board of Education issued the following benchmarks to ISANA Cardinal Academy: 1. The school is required to provide complete copies of the semi-annual audit reports compiled by an independent outside auditor following the outside auditor's assessments of the school's compliance with the ISANA organization's financial policies and procedures. These audits cover six-month periods and must be completed within six months of the last calendar day of the period audited, and pertain to the semi-annual periods that span from January 1, 2018 through June 30, 2021. Copies of each of these reports shall be provided to the Charter Schools Division within ten business days of the ISANA organization's receipt from the outside auditor. 2. By July 1, 2021, the school's governing board must provide a comprehensive update to ISANA Academies' (CMO) austerity plan that includes 1) Specific plans and actions, including ISANA Academies' revised five-year balanced budget and cash flows (including descriptions of all assumptions), that maintain monthly positive cash balances and indicate consistent improvement toward the reversal of the CMO's fiscal insolvency by the end of Fiscal Year 2025-2026; 2) Specific plans and actions that indicate reduction and or settlement of the CMO's and its charter schools' intraorganizational borrowing (i.e., CMO and its charter schools' intraorganizational loan repayment terms and repayment schedules); and 3) Specific timeframes and additional details that confirm the governing board's commitment to indicate consistent improvement to ISANA Academies that positively alter the current fiscal trajectory of the entire organization. 3. The school's governing board will provide a written report on a quarterly basis, beginning on December 15, 2021 and continuing through the end of Fiscal Year 2025-2026, regarding ISANA Academies' progress in successfully executing the revised five-year budget, as referenced in the fiscal benchmark above. Please see the "Additional Information" section below.
Submission of Renewal Petition Application:	ISANA Cardinal Academy submitted its renewal petition application on July 16, 2026. The 90-day statutory timeline for Board action on the petition runs through October 14, 2026.

	ISANA Cardinal Academy
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	ISANA Cardinal Academy implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	ISANA Cardinal Academy participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

ISANA Cardinal Academy is operated by ISANA, a California nonprofit public benefit corporation that also operates four other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

A. Summary

ISANA Cardinal Academy has been identified by the state as a Middle performing charter school. The recommendation for renewal considers the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard ("Dashboard"), and whether there was clear and convincing verified data evidence showing the charter school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School's Dashboard performance was higher than the state in English Language Arts (ELA), Math, Science, and English Learner Progress Indicator (ELPI). The charter school submitted verified data. The recommendation of approval is based on a holistic review of the charter school, including performing higher than the state in all applicable academic indicators.

Please see the ISANA Cardinal Academy data set.

a. 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.

ISANA Cardinal Academy Dashboard Indicators

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
Dashboard 2023	Orange	Yellow	Not Applicable	Green	Not Applicable	Red	Not Applicable	Blue
Dashboard 2024	Yellow	Yellow	No Performance Color	Green	Not Applicable	Yellow	Not Applicable	Blue
Dashboard 2025	Green	Orange	Green	Red	Not Applicable	Green	Not Applicable	Green

Data Sources: CA School Dashboard Research Files https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3

b. English Language Arts Indicator

In 2023 and 2024 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was lower than the state for All Students, and higher than the state for all numerically significant student groups. In 2025 in ELA, the charter school's DFS was higher than the state for All Students, and for all numerically significant student groups.

ISANA Cardinal Academy - English Language Arts Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**151**	**-37.5**	**-13.6**	**Lower**
Latino	100%	144	-36.0	-40.2	Higher
English Learner	100%	87	-40.4	-67.7	Higher
Socioeconomically Disadvantaged	100%	140	-38.8	-42.6	Higher

Data Sources: CA School Dashboard Research Files https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3

ISANA Cardinal Academy - English Language Arts Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**140**	**-20.1**	**-13.2**	**Lower**
Latino	100%	135	-20.9	-39.3	Higher
English Learner	100%	85	-26.6	-67.6	Higher
Socioeconomically Disadvantaged	100%	132	-21.8	-40.9	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3

ISANA Cardinal Academy - English Language Arts Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**98%**	**127**	**-2.6**	**-8.1**	**Higher**
Latino	99%	122	-4.1	-33.7	Higher
English Learner	98%	85	-9.5	-59.9	Higher
Socioeconomically Disadvantaged	98%	117	-3.1	-35.3	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3

c. 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 all numerically significant student groups. In 2024 and 2025 in Math, the charter school's DFS was higher than the state for All Students, and for all numerically significant student groups.

ISANA Cardinal Academy - Mathematics Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**151**	**-52.7**	**-49.1**	**Lower**
Latino	100%	144	-51.8	-80.8	Higher
English Learner	100%	87	-58.3	-93.4	Higher
Socioeconomically Disadvantaged	100%	140	-52.6	-80.8	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3

ISANA Cardinal Academy - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)

All Students	**99%**	**143**	**-36.7**	**-47.6**	**Higher**
Latino	100%	137	-34.9	-79.2	Higher
English Learner	100%	88	-40.0	-93.4	Higher
Socioeconomically Disadvantaged	100%	135	-36.4	-78.2	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3

ISANA Cardinal Academy - Mathematics Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**130**	**-34.4**	**-42.4**	**Higher**
Latino	100%	124	-35.5	-73.6	Higher
English Learner	100%	88	-44.7	-86.1	Higher
Socioeconomically Disadvantaged	100%	120	-38.4	-72.9	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3

d. 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 all numerically significant student groups.

ISANA Cardinal Academy - Science Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**100%**	**51**	**48.2**	**51.2**	**Lower**
Latino	100%	48	48.7	45.4	Higher
Socioeconomically Disadvantaged	100%	47	48.3	45.6	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3

ISANA Cardinal Academy - Science Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**100%**	**46**	**51.3**	**52.6**	**Lower**
Latino	100%	44	51.5	47.1	Higher
Socioeconomically Disadvantaged	100%	45	50.6	47.1	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3

e. English Learner Progress Indicator

In 2023 and 2024 on the English Learner Progress Indicator (ELPI), the charter school's English Learner Progress Rate was higher than the state. In 2025 on the ELPI, the charter school's English Learner Progress Rate was lower than the state.

ISANA Cardinal Academy - English Learner Progress Indicator - 2023 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison

English Learner	100%	118	54.2%	48.7%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3

ISANA Cardinal Academy - English Learner Progress Indicator - 2024 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	89	58.4%	45.7%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3

ISANA Cardinal Academy - English Learner Progress Indicator - 2025 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	102	44.1%	46.4%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3

f. College/Career Indicator
Not applicable

g. Chronic Absenteeism Indicator
In 2023, 2024, and 2025 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was lower than the state for All Students, and for all numerically significant student groups.

h. Graduation Rate 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
As noted above, ISANA Cardinal Academy has three (3) benchmarks related to fiscal performance in its current term. The following summarizes the outcomes of each benchmark for each of the five years (2021-2022 through 2025-2026) of the current charter term.

Benchmark 1: *The school is required to provide complete copies of the semi-annual audit reports compiled by an independent outside auditor following the outside auditor's assessments of the school's compliance with the ISANA organization's financial policies and procedures. These audits cover six-month periods and must be completed within six months of the last calendar day of the period audited and pertain to the semi-annual periods that span from January 1, 2018 through June 30, 2021. Copies of each of these reports shall be provided to the Charter Schools Division within ten business days of the ISANA organization's receipt from the outside auditor.*

Term Years	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Benchmark	Met	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Benchmark 1 was met during Fiscal Year 2021-2022. As such, this benchmark no longer applies to the remainder of Charter School's current charter term.

Benchmark 2: *By July 1, 2021, the school's governing board must provide a comprehensive update to ISANA Academies' (CMO) austerity plan that includes 1) Specific plans and actions, including ISANA Academies' revised five-year balanced budget and cash flows (including descriptions of all assumptions), that maintain monthly positive cash balances and indicate consistent improvement toward the reversal of the CMO's fiscal insolvency by the end of Fiscal Year 2025-2026; 2) Specific plans and actions that indicate reduction and or settlement of the CMO's and its charter schools' intraorganizational borrowing (i.e., CMO and its charter schools' intraorganizational loan repayment terms and repayment schedules); and 3) Specific timeframes and additional details that confirm the governing board's commitment to indicate consistent improvement to ISANA Academies that positively alter the current fiscal trajectory of the entire organization*.

Term Years	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Benchmark	Met	Met	Met	Met	Met

Benchmark 2 was met in each of the five (5) fiscal years from 2021-2022 through 2025-2026.

Benchmark 3: *The school's governing board will provide a written report on a quarterly basis, beginning on December 15, 2021 and continuing through the end of Fiscal Year 2025-2026, regarding ISANA Academies' progress in successfully executing the revised five-year budget, as referenced in the fiscal benchmark above.*

Term Years	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Benchmark	Met	Met	Met	Met	Met

Benchmark 3 was met in each of the five (5) fiscal years from 2021-2022 through 2025-2026.

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 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 ISANA Cardinal Academy outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending.

d. Fiscal Operations

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

VI. VERIFIED DATA

Charter schools satisfying the Middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school's achieved measurable increases in academic achievement, or strong postsecondary outcomes for the timeframe specified in law. (Ed. Code, § 47607.2(b)(3).)

ISANA Cardinal Academy provided verified data as part of its renewal application. The verified data was considered by staff. Ultimately, the school's performance on the California Dashboard informed the District's recommendation for approval.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

ISANA Cardinal Academy's ending net assets are positive.

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Ending Net Assets	$3,389,474	$4,063,561	$4,031,362	$4,055,810	$4,358,516

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Net Income/Loss	$235,505	$674,087	($32,199)[1]	$24,448	$302,706
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment[A]	287	298	296	293	283

[1] According to the ISANA charter operator, the net loss reported for the 2023-2024 fiscal year was primarily due to increased operational expenditures, including contracted substitute teacher services, educational consulting services, and food supplies.

[A]ISANA Cardinal Academy stated that it plans to increase enrollment through various means, for example, by increasing community engagement. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

b. 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.

ISANA					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Ending Net Assets	Net Income / (Loss)	Ending Net Assets	Net Income / (Loss)
6[2]	5[2]	$41,087,762	$2,391,233	$4,156,614	$379,772

[2] Aside from the five (5) LAUSD-authorized ISANA charter schools, ISANA operates one (1) additional Southern California school: ISANA Achernar Academy (authorized by Compton Unified School District).

As noted above, ISANA Cardinal met all the LAUSD Board-approved fiscal benchmarks for FYs 2021-2022 through 2025-2026.

ISANA Cardinal Academy

Board District: 6 | Region: North | Location Code: 2257

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	151	-37.5	-0.6	Maintained	Orange	-13.6	Lower	99%	140	-20.1	17.4	Increased Significantly	Yellow	-13.2	Lower	98%	127	-2.6	17.4	Increased Significantly	Green	-8.1	Higher
English Learner	100%	87	-40.4	-12.5	Declined	Orange	-67.7	Higher	100%	85	-26.6	13.8	Increased	Yellow	-67.6	Higher	98%	85	-9.5	17.1	Increased Significantly	Yellow	-59.9	Higher
Homeless Youth	100%	9	*	*	*	*	-67.9	*	100%	9	*	*	*	*	-70.4	*	93%	13	-45.8	--	--	--	-68.9	--
Latino	100%	144	-36.0	-0.8	Maintained	Orange	-40.2	Higher	100%	135	-20.9	15.1	Increased Significantly	Yellow	-39.3	Higher	99%	122	-4.1	16.8	Increased Significantly	Green	-33.7	Higher
Socioeconomically Disadvantaged	100%	140	-38.8	-4.0	Declined	Orange	-42.6	Higher	100%	132	-21.8	16.9	Increased Significantly	Yellow	-40.9	Higher	98%	117	-3.1	18.7	Increased Significantly	Green	-35.3	Higher
Students with Disabilities	100%	26	-98.1	-2.8	Maintained	--	-96.3	--	96%	25	-70.0	28.2	Increased Significantly	--	-95.6	--	100%	26	-68.8	1.2	Maintained	--	-89.4	--

Data Sources: California School Dashboard Research data files.

ISANA Cardinal Academy

Board District: 6 | Region: North | Location Code: 2257

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	151	-52.7	8.0	Increased	Yellow	-49.1	Lower	99%	143	-36.7	16.1	Increased Significantly	Yellow	-47.6	Higher	100%	130	-34.4	2.2	Maintained	Orange	-42.4	Higher
English Learner	100%	87	-58.3	-4.4	Declined	Orange	-93.4	Higher	100%	88	-40.0	18.3	Increased Significantly	Yellow	-93.4	Higher	100%	88	-44.7	-4.7	Declined	Orange	-86.1	Higher
Homeless Youth	100%	9	*	*	*	*	-101.3	*	100%	10	*	*	*	*	-106.0	*	100%	13	-66.1	--	--	--	-102.8	--
Latino	100%	144	-51.8	6.8	Increased	Yellow	-80.8	Higher	100%	137	-34.9	16.9	Increased Significantly	Yellow	-79.2	Higher	100%	124	-35.5	-0.6	Maintained	Orange	-73.6	Higher
Socioeconomically Disadvantaged	100%	140	-52.6	9.1	Increased	Yellow	-80.8	Higher	100%	135	-36.4	16.2	Increased Significantly	Yellow	-78.2	Higher	100%	120	-38.4	-2.0	Maintained	Orange	-72.9	Higher
Students with Disabilities	100%	26	-116.4	8.5	Increased	--	-127.3	--	96%	25	-84.0	32.3	Increased Significantly	--	-124.3	--	100%	26	-96.9	-12.8	Declined	--	-120.7	--

Data Sources: California School Dashboard Research data files.

ISANA Cardinal Academy

Board District: 6 | Region: North | Location Code: 2257

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														
	Dashboard 2024						Dashboard 2025							
Student Group	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%	51	48.2	--	51.2	Lower	100%	46	51.3	3.1	Increased	Green	52.6	Lower
English Learner	100%	26	51.8	--	39.0	--	100%	29	50.4	-1.3	Maintained	--	41.1	--
Latino	100%	48	48.7	--	45.4	Higher	100%	44	51.5	2.8	Increased	Green	47.1	Higher
Socioeconomically Disadvantaged	100%	47	48.3	--	45.6	Higher	100%	45	50.6	2.3	Increased	Green	47.1	Higher

Data Sources: California School Dashboard Research data files.

ISANA Cardinal Academy

Board District: 6 | Region: North | Location Code: 2257

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 30 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	118	54.2%	5.1	Increased	Green	48.7%	Higher	89	58.4%	4.2	Increased	Green	45.7%	Higher	102	44.1%	-14.3	Declined Significantly	Red	46.4%	Lower

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	53.4%	0.8%	34.7%	11.0%	45.7%	2.3%	32.2%	18.3%
2024	EL	58.4%	0.0%	27.0%	14.6%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	--	--	--	--	41.6%	3.4%	28.5%	24.7%
2025	EL	44.1%	0.0%	36.3%	19.6%	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.

ISANA Cardinal Academy

Board District: 6 | Region: North | Location Code: 2257

CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	306	18.0%	5.9	Increased Significantly	Red	24.3%	Lower	298	11.4%	-6.6	Declined Significantly	Yellow	18.6%	Lower	299	7.4%	-4.1	Declined Significantly	Green	17.1%	Lower
English Learner	162	19.8%	10.6	Increased Significantly	Red	26.3%	Lower	147	9.5%	-10.2	Declined	Green	20.1%	Lower	133	8.3%	-1.3	Declined	Green	18.1%	Lower
Homeless Youth	20	25.0%	--	--	--	38.7%	--	26	19.2%	-5.8	Declined	--	32.7%	--	32	3.1%	-16.1	Declined	--	30.7%	Lower
Latino	288	18.4%	5.5	Increased Significantly	Red	28.4%	Lower	280	12.1%	-6.3	Declined Significantly	Yellow	21.7%	Lower	283	7.4%	-4.7	Declined Significantly	Green	20.1%	Lower
Socioeconomically Disadvantaged	281	19.2%	7.1	Increased Significantly	Red	29.9%	Lower	280	12.1%	-7.1	Declined Significantly	Yellow	23.4%	Lower	274	8.0%	-4.1	Declined Significantly	Green	21.7%	Lower
Students with Disabilities	50	14.0%	7.0	Increased	Orange	33.1%	Lower	49	14.3%	0.3	Maintained	Orange	26.3%	Lower	52	5.8%	-8.5	Declined	Green	24.9%	Lower

Data Sources: California School Dashboard Research data files.

ISANA Cardinal Academy

Board District: 6 | Region: North | Location Code: 2257

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	316	0.0%	-1.0	Declined Significantly	Blue	3.5%	Lower	304	0.0%	0.0	Maintained	Blue	3.2%	Lower	304	0.3%	0.3	Increased	Green	2.9%	Lower
English Learner	166	0.0%	-1.8	Declined Significantly	Blue	3.7%	Lower	149	0.0%	0.0	Maintained	Blue	3.4%	Lower	134	0.0%	0.0	Maintained	Blue	3.2%	Lower
Homeless Youth	20	0.0%	--	--	--	6.5%	--	26	0.0%	0.0	Maintained	--	5.7%	--	32	0.0%	0.0	Maintained	--	5.1%	Lower
Latino	295	0.0%	-1.1	Declined Significantly	Blue	3.8%	Lower	286	0.0%	0.0	Maintained	Blue	3.4%	Lower	287	0.3%	0.3	Increased	Green	3.0%	Lower
Socioeconomically Disadvantaged	285	0.0%	-1.1	Declined Significantly	Blue	4.5%	Lower	284	0.0%	0.0	Maintained	Blue	4.0%	Lower	275	0.4%	0.4	Increased	Green	3.6%	Lower
Students with Disabilities	50	0.0%	0.0	Maintained	Blue	5.9%	Lower	50	0.0%	0.0	Maintained	Blue	5.4%	Lower	53	0.0%	0.0	Maintained	Blue	5.0%	Lower

Data Sources: California School Dashboard Research data files.

ISANA Cardinal Academy

Board District: 6 | Region: North | Location Code: 2257

Local Indicators Report

Local Indicators - CA School Dashboard Indicator			
Priority	**2023 Dashboard**	**2024 Dashboard**	**2025 Dashboard**
Basic Services and Conditions (Priority 1)	Standard Met	Standard Met	Standard Met
Implementation of State Academic Standards (Priority 2)	Standard Met	Standard Met	Standard Met
Parent and Family Engagement (Priority 3)	Standard Met	Standard Met	Standard Met
School Climate (Priority 6)	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study (Priority 7)	Standard Met	Standard Met	Standard Met

Data Sources: California School Dashboard Local Indicators Research data files.

ISANA Cardinal Academy

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Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group									
	2023-2024			2024-2025			2025-2026		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	296	529,902	5,837,690	294	516,685	5,806,221	282	497,105	5,731,260
F/R Meal	84.1%	80.6%	61.6%	89.1%	81.9%	62.7%	87.2%	82.2%	62.4%
GATE	0.3%	11.6%	N/A	0.3%	13.0%	N/A	0.0%	14.1%	N/A
English Learner	48.6%	20.1%	18.4%	45.2%	18.6%	17.4%	43.3%	16.4%	16.2%
Foster Youth	0.0%	0.6%	0.5%	0.0%	0.5%	0.5%	0.0%	0.5%	0.5%
Homeless Youth	8.8%	2.1%	3.6%	10.9%	2.7%	4.0%	6.0%	2.4%	3.8%
Socioeconomically Disadvantaged	87.5%	81.3%	62.7%	90.1%	82.4%	63.6%	88.7%	82.7%	63.1%
Students w/ Disabilities	14.2%	14.8%	13.7%	15.0%	15.6%	14.2%	14.5%	16.4%	14.8%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%	0.7%	0.3%	0.8%
African American/Black	1.0%	7.3%	4.9%	0.7%	7.1%	4.9%	0.7%	7.2%	4.8%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.3%	3.4%	9.9%	1.0%	3.3%	10.1%	1.4%	3.3%	10.3%
Filipino	0.3%	1.7%	2.2%	0.3%	1.6%	2.2%	0.7%	1.7%	2.2%
Latino	93.9%	73.8%	56.1%	94.6%	73.6%	56.1%	92.6%	72.9%	56.0%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%	0.0%	0.1%	0.4%
White	1.7%	9.8%	20.3%	1.4%	9.7%	20.0%	2.5%	9.7%	19.7%
Two or More Races	0.3%	2.0%	4.6%	0.0%	2.1%	4.8%	0.0%	2.2%	4.9%
Not Reported	2.4%	1.8%	1.1%	2.0%	2.2%	1.2%	2.1%	2.7%	1.3%

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

ISANA Cardinal Academy

Board District: 6 | Region: North | Location Code: 2257

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.

	2023-2024						2024-2025						2025-2026					
	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%	15,302	6.5%	211,186	10.6%	0	0.0%	13,052	5.9%	198,853	10.4%	0	0.0%	10,142	4.9%	174,300	9.5%
At-Risk 4-5 Years	21	11.4%	15,717	6.7%	136,188	6.8%	22	12.8%	11,406	5.2%	115,009	6.0%	17	10.5%	11,109	5.4%	113,143	6.2%
EL 0-3 Years	109	58.9%	60,574	25.7%	519,651	26.0%	93	54.1%	57,726	26.1%	516,862	26.9%	91	56.2%	48,131	23.5%	467,800	25.6%
EL 4+ Years & Not At-Risk or LTEL	14	7.6%	14,725	6.2%	207,768	10.4%	18	10.5%	13,775	6.2%	178,306	9.3%	14	8.6%	11,946	5.8%	170,621	9.3%
EL Total	144	77.8%	106,318	45.0%	1,074,793	53.8%	133	77.3%	95,959	43.3%	1,009,030	52.6%	122	75.3%	81,328	39.7%	925,864	50.7%
RFEP	41	22.2%	129,789	55.0%	924,422	46.2%	39	22.7%	125,465	56.7%	909,298	47.4%	40	24.7%	123,618	60.3%	900,560	49.3%
Total Ever EL	185	100.0%	236,107	100.0%	1,999,215	100.0%	172	100.0%	221,424	100.0%	1,918,328	100.0%	162	100.0%	204,946	100.0%	1,826,424	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesltel.asp

ISANA Cardinal Academy

Board District: 6 | Region: North | Location Code: 2257

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						2025-2026					
	School			Los Angeles Unified			School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	296			529,902			294			516,685			282			497,105		
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**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	41	100.0%	13.9%	78,319	100.0%	14.8%	44	100.0%	15.0%	80,505	100.0%	15.6%	41	100.0%	14.5%	81,470	100.0%	16.4%
High Incidence	33	80.5%	11.1%	52,153	66.6%	9.8%	37	84.1%	12.6%	52,412	65.1%	10.1%	36	87.8%	12.8%	51,757	63.5%	10.4%
Low Incidence	8	19.5%	2.7%	26,162	33.4%	4.9%	7	15.9%	2.4%	28,084	34.9%	5.4%	5	12.2%	1.8%	29,702	36.5%	6.0%
Autism	7	17.1%	2.4%	18,713	23.9%	3.5%	6	13.6%	2.0%	20,802	25.8%	4.0%	4	9.8%	1.4%	22,739	27.9%	4.6%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%	0	0.0%	0.0%	10	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%	0	0.0%	0.0%	172	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%	0	0.0%	0.0%	964	1.2%	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%	0	0.0%	0.0%	1	0.0%	0.0%
Hard of Hearing	1	2.4%	0.3%	971	1.2%	0.2%	1	2.3%	0.3%	931	1.2%	0.2%	0	0.0%	0.0%	903	1.1%	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%	0	0.0%	0.0%	3,259	4.0%	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%	0	0.0%	0.0%	1,043	1.3%	0.2%
Other Health Impairment	6	14.6%	2.0%	10,930	14.0%	2.1%	11	25.0%	3.7%	11,596	14.4%	2.2%	11	26.8%	3.9%	12,092	14.8%	2.4%
Orthopedic Impairment	0	0.0%	0.0%	533	0.7%	0.1%	0	0.0%	0.0%	434	0.5%	0.1%	1	2.4%	0.4%	405	0.5%	0.1%
Specific Learning Disability	13	31.7%	4.4%	29,615	37.8%	5.6%	10	22.7%	3.4%	29,368	36.5%	5.7%	8	19.5%	2.8%	28,727	35.3%	5.8%
Speech or Language Impairment	14	34.1%	4.7%	11,608	14.8%	2.2%	16	36.4%	5.4%	11,448	14.2%	2.2%	17	41.5%	6.0%	10,938	13.4%	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%	0	0.0%	0.0%	59	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%	0	0.0%	0.0%	158	0.2%	0.0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Attachment C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
ISANA CARDINAL ACADEMY
BOARD OF EDUCATION REPORT 092 – 26/27
October 13, 2026

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2027 until June 30, 2032 to serve up to 490 students in grades TK-8 by the end of the charter term.

II. Summary Description of Current District Practice:
Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:
The approval of this charter petition would renew the charter of ISANA Cardinal Academy for five (5) years beginning July 1, 2027 until June 30, 2032.

IV. Effects of This Proposal:
The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:
If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services. Student Integration Services provided feedback for the charter petition to ensure compliance.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

BLANCA A. MONASTER, ED.D.
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

File #: Rep-094-26/27, **Version:** 1 **Agenda Date:** 10/13/2026
In Control: Charter Schools Division

Approval of the Renewal Petition for ISANA Palmati Academy [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for ISANA Palmati Academy) Recommends approval of the renewal petition for ISANA Palmati Academy, a Middle performing, Start-Up Independent charter school, with a benchmark in the area of academic engagement (Chronic Absenteeism) located in Board District 6 and Region North, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 490 students in grades TK-8 in each year of the charter term.

Action Proposed:
Approve the renewal petition for ISANA Palmati Academy ("Charter School"), a Start-Up Independent charter school, with a benchmark in the area of academic engagement (Chronic Absenteeism) located in Board District 6 and Region North, for a term of five (5) years, beginning July 1, 2027 until June 30, 2032, to serve up to 490 students in grades TK-8 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
ISANA Palmati Academy is a TK-8 span school currently serving 340 students on two District sites Roy Romer Middle School at 6501 Laurel Canyon Boulevard, North Hollywood, CA, 91606 and Glenwood Elementary School at 8001 Ledge Avenue, Sun Valley, CA, 91352 through Proposition 39 in Board District 6 and Region North. ISANA Palmati Academy was originally approved by the LAUSD Board of Education on June 15, 2010. On November 24, 2020, the charter school was renewed for a five-year term to serve 490 students in grades TK-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for ISANA Palmati Academy expires June 30, 2027.

On July 16, 2026, ISANA Palmati Academy submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through October 14, 2026.

An initial Public Hearing was held on August 25, 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 ISANA Palmati Academy governing board members complete questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. Additionally, resumes and due diligence forms are requested from ISANA Palmati Academy's Lead Petitioner; Executive Director/Chief Executive Officer or equivalent; Principal or equivalent; Financial manager or equivalent; and Chief Financial Officer or equivalent, as applicable. A confidential due diligence review of the charter school, the governing organization, and school's leaders, may be conducted by the Office of the Inspector General (OIG) as appropriate, and to the extent the OIG identifies any material concerns, 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 14 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, applicable policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms set forth in Charter School's renewal petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the renewal petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2027.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal 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 renewal petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 094, 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's renewal petition.

Policy Implications:
All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact:
State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law, including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support

the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:
As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

Issues and Analysis:
If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:
Signature Page
Attachment A- Staff Assessment and Recommendation Report
Attachment B- ISANA Palmati Academy Data Set
Attachment C- Desegregation Impact Statement

Budget, Petition, CORE Data (if applicable), and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1iE5Wuu95tRVeQcM1NtxkiPZNKBW3NIlt?usp=sharing>

Submitted:
9/17/26

RESPECTFULLY SUBMITTED,

ANDRÉS E. CHAIT
Superintendent of Schools

APPROVED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Division of Data, Strategy, and Innovation

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 094-26/27
October 13, 2026

School Name:	**ISANA Palmati Academy**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 14, 2026**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**ISANA**		
Location Code:	**5184**		
Type of Site(s):	**(1) District - Proposition 39 Co-Location** **(2) District - Proposition 39 Co-Location**		
Site Address(es):	**(1) 6501 Laurel Canyon Boulevard, North Hollywood, CA 91606 (Roy Romer Middle Campus)** **(2) 8001 Ledge Avenue, Sun Valley, CA 91352 (Glenwood Elementary Campus)**		
Board District(s):	**6**	Region(s):	**North**
Grade Levels Served:	**TK-8**	Current Enrollment:	**340**
Grade Levels Authorized in Current Charter:	**TK-8**	Approved Enrollment in Current Charter:	**490**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2026 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval with a benchmark for a five (5)-year term (2027-2032)**		
PROPOSED BENCHMARKS:	The following benchmark is proposed for ISANA Palmati Academy for the 2027-2032 charter term: In each year of the charter term, the charter school shall demonstrate progress on the Chronic Absenteeism Indicator for All Students as reported on the California School Dashboard by making progress towards lowering student absences by achieving a Declined or Declined Significantly from the prior year as measured by Change Level; or by achieving a percentage of students that are chronically absent that is equal to or lower than the state percentage of students that are chronically absent. As part of ongoing oversight, the District will review the charter school's performance at its annual oversight visit to determine any appropriate actions, including consideration of the school's progress upon submission of a renewal petition at the end of the term of the charter.		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for ISANA Palmati Academy ("ISANA Palmati" or "Charter School"), with a benchmark in the area of academic engagement, located in Board District 6 and Region North, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 490 students in grades TK-8 in each year of the charter term.

II. RENEWAL REQUIREMENTS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 14 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

	ISANA Palmati Academy
Initial Authorization:	On June 15, 2010, ISANA Palmati Academy (formerly Celerity Palmati Charter) was authorized by the LAUSD Board of Education to serve 490 students in grades K-8.
Most Recent Renewal:	The charter was renewed on November 24, 2020, for a five-year term (July 1, 2021 - June 30, 2026) to serve up to 490 students in grades TK-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for ISANA Palmati Academy expires June 30, 2027.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	On November 24, 2020, as part of the school's most recent renewal, the LAUSD Board of Education issued the following benchmarks to ISANA Palmati: 1. The school is required to provide complete copies of the semi-annual audit reports compiled by an independent outside auditor following the outside auditor's assessments of the school's compliance with the ISANA organization's financial policies and procedures. These audits cover six-month periods and must be completed within six months of the last calendar day of the period audited, and pertain to the semi-annual periods that span from January 1, 2018 through June 30, 2021. Copies of each of these reports shall be provided to the Charter Schools Division within ten business days of the ISANA organization's receipt from the outside auditor. 2. By July 1, 2021, the school's governing board must provide a comprehensive update to ISANA Academies' (CMO) austerity plan that includes 1) Specific plans and actions, including ISANA Academies' revised five-year balanced budget and cash flows (including descriptions of all assumptions), that maintain monthly positive cash balances and indicate consistent improvement toward the reversal of the CMO's fiscal insolvency by the end of Fiscal Year 2025-2026; 2) Specific plans and actions that indicate reduction and or settlement of the CMO's and its charter schools' intraorganizational borrowing (i.e., CMO and its charter

	ISANA Palmati Academy
Board Benchmarks in Current Charter Term (Cont.):	schools' intraorganizational loan repayment terms and repayment schedules); and 3) Specific timeframes and additional details that confirm the governing board's commitment to indicate consistent improvement to ISANA Academies that positively alter the current fiscal trajectory of the entire organization. 3. The school's governing board will provide a written report on a quarterly basis, beginning on December 15, 2021 and continuing through the end of Fiscal Year 2025-2026 regarding ISANA Academies' progress in successfully executing the revised five-year budget, as referenced in the fiscal benchmark above. Please see the "Additional Information" section below.
Submission of Renewal Petition Application:	ISANA Palmati submitted its renewal petition application on July 16, 2026. The 90-day statutory timeline for Board action on the petition runs through October 14, 2026.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	ISANA Palmati implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	ISANA Palmati participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

ISANA Palmati Academy is operated by ISANA, a California nonprofit public benefit corporation that also operates four other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

A. Summary

ISANA Palmati has been identified by the state as a Middle performing charter school. The recommendation for renewal considers the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard ("Dashboard"), and whether there was clear and convincing verified data evidence showing the charter school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School's Dashboard performance was higher than the state in English Language Arts (ELA), Math, and Science, but lower in English Learner Progress Indicator (ELPI). The charter school submitted verified data. The recommendation of approval is based on a holistic review of the charter school, including performing higher than the state for the majority of applicable academic indicators.

Please see the ISANA Palmati Academy data set.

a. 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.

ISANA Palmati Academy Dashboard Indicators

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
Dashboard 2023	Green	Green	Not Applicable	Red	Not Applicable	Red	Not Applicable	Blue
Dashboard 2024	Blue	Blue	No Performance Color	Blue	Not Applicable	Yellow	Not Applicable	Blue
Dashboard 2025	Green	Green	Green	Red	Not Applicable	Red	Not Applicable	Green

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

b. English Language Arts Indicator

In 2023, 2024, and 2025 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was higher than the state for All Students, and for all numerically significant student groups.

ISANA Palmati Academy - English Language Arts Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**211**	**11.1**	**-13.6**	**Higher**
Latino	100%	198	8.1	-40.2	Higher
English Learner	100%	96	-11.8	-67.7	Higher
Socioeconomically Disadvantaged	100%	197	6.8	-42.6	Higher
Students with Disabilities	100%	38	-54.4	-96.3	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

ISANA Palmati Academy - English Language Arts Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**219**	**37.4**	**-13.2**	**Higher**
Latino	100%	200	30.5	-39.3	Higher
English Learner	100%	96	20.1	-67.6	Higher

ISANA Palmati Academy - English Language Arts Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
Socioeconomically Disadvantaged	100%	188	27.5	-40.9	Higher
Students with Disabilities	100%	45	-23.4	-95.6	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

ISANA Palmati Academy - English Language Arts Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**209**	**30.8**	**-8.1**	**Higher**
Latino	100%	196	28.7	-33.7	Higher
English Learner	100%	88	11.6	-59.9	Higher
Socioeconomically Disadvantaged	100%	196	26.9	-35.3	Higher
Students with Disabilities	100%	40	-37.7	-89.4	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

c. Math Indicator

In 2023, 2024, and 2025 in Math, the charter school's DFS was higher than the state for All Students, and for all numerically significant student groups.

ISANA Palmati Academy - Mathematics Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**211**	**-9.7**	**-49.1**	**Higher**
Latino	100%	198	-13.4	-80.8	Higher
English Learner	100%	96	-34.1	-93.4	Higher
Socioeconomically Disadvantaged	100%	197	-11.7	-80.8	Higher
Students with Disabilities	100%	38	-64.1	-127.3	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

ISANA Palmati Academy - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**220**	**21.5**	**-47.6**	**Higher**
Latino	100%	200	12.3	-79.2	Higher
English Learner	100%	97	6.5	-93.4	Higher

ISANA Palmati Academy - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
Socioeconomically Disadvantaged	100%	189	11.9	-78.2	Higher
Students with Disabilities	100%	45	-40.0	-124.3	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

ISANA Palmati Academy - Mathematics Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**210**	**9.0**	**-42.4**	**Higher**
Latino	100%	197	5.8	-73.6	Higher
English Learner	100%	89	-1.7	-86.1	Higher
Socioeconomically Disadvantaged	100%	197	4.5	-72.9	Higher
Students with Disabilities	100%	40	-50.5	-120.7	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

d. Science Indicator

In 2024 and 2025 in Science, the charter school's Science Points (SPs) were higher than the state for All Students, and for all significant student groups.

ISANA Palmati Academy - Science Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**100%**	**74**	**63.4**	**51.2**	**Higher**
Latino	100%	68	62.5	45.4	Higher
English Learner	100%	31	55.5	39.0	Higher
Socioeconomically Disadvantaged	100%	68	62.9	45.6	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

ISANA Palmati Academy - Science Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**100%**	**79**	**57.2**	**52.6**	**Higher**
Latino	100%	76	57.1	47.1	Higher
English Learner	100%	34	55.0	41.1	Higher

ISANA Palmati Academy - Science Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
Socioeconomically Disadvantaged	100%	75	56.6	47.1	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

e. English Learner Progress Indicator

In 2023 on the English Learner Progress Indicator (ELPI), the charter school's English Learner Progress Rate was lower than the state. In 2024 on the ELPI, the charter school's English Learner Progress Rate was higher than the state. In 2025 on the ELPI, the charter school's English Learner Progress Rate was lower than the state.

To improve student outcomes on the English Learner Progress Indicator, the charter school leaders report implementing instructional strategies focused on integrated and designated English Language Development (ELD), as well as a program for newcomers to develop foundational listening, speaking, reading, and writing skills. Leaders also conduct ELD learning walks with the Multilingual Coordinator to identify effective schoolwide practices and monitor multiple sources of student data.

ISANA Palmati Academy - English Learner Progress Indicator - 2023 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	79	44.3%	48.7%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

ISANA Palmati Academy - English Learner Progress Indicator - 2024 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	69	56.5%	45.7%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

ISANA Palmati Academy - English Learner Progress Indicator - 2025 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	60	43.3%	46.4%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

f. College/Career Indicator

Not applicable

g. Chronic Absenteeism Indicator

In 2023 and 2024 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students, and for one of four numerically

significant student groups. In 2025, the charter school's rate of chronic absenteeism was higher than the state for All Students, and for four of five numerically significant student groups.

As noted above, staff is recommending a benchmark in Chronic Absenteeism for All Students. In order to improve student outcomes in Chronic Absenteeism, the charter school leaders report conducting attendance meetings with families to identify and address barriers to attendance. School staff connect families with community resources to address barriers such as health access, transportation, housing, and caregiving responsibilities.

h. Graduation Rate 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
As noted above, ISANA Palmati Academy has three (3) benchmark related to fiscal performance in its current term. The following summarizes the outcomes of each benchmark for each of the five years (2020-2021 through 2025-2026) of the current charter term.

Benchmark 1: *The school is required to provide complete copies of the semi-annual audit reports compiled by an independent outside auditor following the outside auditor's assessments of the school's compliance with the ISANA organization's financial policies and procedures. These audits cover six-month periods and must be completed within six months of the last calendar day of the period audited and pertain to the semi-annual periods that span from January 1, 2018 through June 30, 2021. Copies of each of these reports shall be provided to the Charter Schools Division within ten business days of the ISANA organization's receipt from the outside auditor*.

Term Years	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Benchmark	Met	Not Applicable	Not Applicable	Not Applicable	Not Applicable

ISANA Palmati Academy met this benchmark during Fiscal Year 2021-2022. As such, this benchmark no longer applies to the remainder of Charter School's current charter term.

Benchmark 2: *By July 1, 2021, the school's governing board must provide a comprehensive update to ISANA Academies' (CMO) austerity plan that includes 1) Specific plans and actions, including ISANA Academies' revised five-year balanced budget and cash flows (including descriptions of all assumptions), that maintain monthly positive cash balances and indicate*

consistent improvement toward the reversal of the CMO's fiscal insolvency by the end of Fiscal Year 2025-2026; 2) Specific plans and actions that indicate reduction and or settlement of the CMO's and its charter schools' intraorganizational borrowing (i.e., CMO and its charter schools' intraorganizational loan repayment terms and repayment schedules); and 3) Specific timeframes and additional details that confirm the governing board's commitment to indicate consistent improvement to ISANA Academies that positively alter the current fiscal trajectory of the entire organization.

Term Years	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Benchmark	Met	Met	Met	Met	Met

Benchmark 2 was met in each for the five (5) fiscal years from 2021-2022 through 2025-2026.

Benchmark 3: *The school's governing board will provide a written report on a quarterly basis, beginning on December 15, 2021 and continuing through the end of Fiscal Year 2025-2026, regarding ISANA Academies' progress in successfully executing the revised five-year budget, as referenced in the fiscal benchmark above.*

Term Years	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Benchmark	Met	Met	Met	Met	Met

Benchmark 3 was met in each of the five (5) fiscal years from 2021-2022 through 2025-2026.

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 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 ISANA Palmati Academy outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

VI. VERIFIED DATA

Charter schools satisfying the Middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school's achieved measurable increases in academic achievement, or strong postsecondary outcomes for the timeframe specified in law. (Ed. Code, § 47607.2(b)(3).)

ISANA Palmati Academy provided verified data as part of its renewal application. The verified data was considered by staff. Ultimately, the school's performance on the California Dashboard informed the District's recommendation for approval.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition
ISANA Palmati Academy's ending net assets are positive and have been upward trending since the 2021-2022 fiscal year.

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Ending Net Assets	$3,817,865	$4,328,981	$4,746,374	$5,160,847	$5,360,063
Net Income/Loss	$422,417	$511,116	$417,393	$414,473	$199,216
Transfers In/Out	$0	$0	$0	$0	$0

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment [A]	351	357	347	358	340

[A] ISANA Palmati Academy stated that it plans to increase enrollment through various means, for example, by increasing community engagement. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

b. 2024-2025 Independent Audit Report
Audit Opinion: Unmodified/Unqualified
Material Weaknesses: None Reported
Deficiencies/Findings: None Reported
Lack of a Going Concern: None Reported

Other Significant Fiscal Information
The financial condition of the charter operator is summarized in the table below.

ISANA					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Ending Net Assets	Net Income / (Loss)	Ending Net Assets	Net Income / (Loss)
6[1]	5[1]	$41,087,762	$2,391,233	$4,156,614	$379,772

[1]Aside from the five (5) LAUSD-authorized ISANA charter schools, ISANA operates one (1) additional Southern California school: ISANA Achernar Academy (authorized by Compton Unified School District).

As noted above, ISANA Palmati met all the LAUSD Board-approved fiscal benchmarks for FYs 2021-2022 through 2025-2026.

ISANA Palmati Academy

Board District: 6 | Region: North | Location Code: 5184

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	211	11.1	0.4	Maintained	Green	-13.6	Higher	100%	219	37.4	26.4	Increased Significantly	Blue	-13.2	Higher	100%	209	30.8	-6.6	Declined	Green	-8.1	Higher
English Learner	100%	96	-11.8	-10.6	Declined	Orange	-67.7	Higher	100%	96	20.1	31.9	Increased Significantly	Blue	-67.6	Higher	100%	88	11.6	-8.5	Declined	Green	-59.9	Higher
Homeless Youth	100%	14	-27.0	--	--	--	-67.9	--	100%	13	34.2	61.2	Increased Significantly	--	-70.4	--	100%	21	-0.3	-34.5	Declined Significantly	--	-68.9	--
Latino	100%	198	8.1	1.6	Maintained	Yellow	-40.2	Higher	100%	200	30.5	22.4	Increased Significantly	Blue	-39.3	Higher	100%	196	28.7	-1.8	Maintained	Green	-33.7	Higher
Socioeconomically Disadvantaged	100%	197	6.8	-1.1	Maintained	Yellow	-42.6	Higher	100%	188	27.5	20.7	Increased Significantly	Blue	-40.9	Higher	100%	196	26.9	-0.6	Maintained	Green	-35.3	Higher
Students with Disabilities	100%	38	-54.4	-12.0	Declined	Orange	-96.3	Higher	100%	45	-23.4	31.0	Increased Significantly	Yellow	-95.6	Higher	100%	40	-37.7	-14.3	Declined	Orange	-89.4	Higher

Data Sources: California School Dashboard Research data files.

ISANA Palmati Academy

Board District: 6 | Region: North | Location Code: 5184

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	211	-9.7	7.1	Increased	Green	-49.1	Higher	100%	220	21.5	31.2	Increased Significantly	Blue	-47.6	Higher	100%	210	9.0	-12.6	Declined	Green	-42.4	Higher
English Learner	100%	96	-34.1	3.1	Increased	Yellow	-93.4	Higher	100%	97	6.5	40.6	Increased Significantly	Blue	-93.4	Higher	100%	89	-1.7	-8.3	Declined	Yellow	-86.1	Higher
Homeless Youth	100%	14	-46.6	--	--	--	-101.3	--	100%	13	0.7	47.3	Increased Significantly	--	-106.0	--	100%	21	-3.0	-3.7	Declined	--	-102.8	--
Latino	100%	198	-13.4	8.5	Increased	Green	-80.8	Higher	100%	200	12.3	25.6	Increased Significantly	Blue	-79.2	Higher	100%	197	5.8	-6.5	Declined	Green	-73.6	Higher
Socioeconomically Disadvantaged	100%	197	-11.7	8.1	Increased	Green	-80.8	Higher	100%	189	11.9	23.6	Increased Significantly	Blue	-78.2	Higher	100%	197	4.5	-7.4	Declined	Green	-72.9	Higher
Students with Disabilities	100%	38	-64.1	12.4	Increased	Yellow	-127.3	Higher	100%	45	-40.0	24.1	Increased Significantly	Yellow	-124.3	Higher	100%	40	-50.5	-10.5	Declined	Orange	-120.7	Higher

Data Sources: California School Dashboard Research data files.

ISANA Palmati Academy

Board District: 6 | Region: North | Location Code: 5184

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														
	Dashboard 2024						Dashboard 2025							
Student Group	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%	74	63.4	--	51.2	Higher	100%	79	57.2	-6.2	Declined Significantly	Green	52.6	Higher
English Learner	100%	31	55.5	--	39.0	Higher	100%	34	55.0	-0.5	Maintained	Green	41.1	Higher
Latino	100%	68	62.5	--	45.4	Higher	100%	76	57.1	-5.4	Declined Significantly	Green	47.1	Higher
Socioeconomically Disadvantaged	100%	68	62.9	--	45.6	Higher	100%	75	56.6	-6.3	Declined Significantly	Green	47.1	Higher
Students with Disabilities	100%	18	51.1	--	36.7	--	100%	11	43.7	-7.4	Declined Significantly	--	38.3	--

Data Sources: California School Dashboard Research data files.

ISANA Palmati Academy

Board District: 6 | Region: North | Location Code: 5184

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 30 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	79	44.3%	-17.7	Declined Significantly	Red	48.7%	Lower	69	56.5%	12.2	Increased Significantly	Blue	45.7%	Higher	60	43.3%	-13.2	Declined Significantly	Red	46.4%	Lower

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	43.0%	1.3%	27.8%	27.8%	45.7%	2.3%	32.2%	18.3%
2024	EL	50.7%	5.8%	36.2%	7.2%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	--	--	--	--	41.6%	3.4%	28.5%	24.7%
2025	EL	43.3%	0.0%	38.3%	18.3%	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.

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CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025					
Student Group	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	359	25.1%	-0.1	Maintained	Red	24.3%	Higher	361	19.1%	-6.0	Declined Significantly	Yellow	18.6%	Higher	359	22.0%	2.9	Increased	Red	17.1%	Higher
English Learner	116	31.0%	3.2	Increased	Red	26.3%	Higher	99	20.2%	-10.8	Declined	Orange	20.1%	Higher	77	22.1%	1.9	Increased	Red	18.1%	Higher
Homeless Youth	27	29.6%	--	--	--	38.7%	--	24	16.7%	-13.0	Declined	--	32.7%	--	39	30.8%	14.1	Increased	--	30.7%	Higher
Latino	325	25.5%	-0.3	Maintained	Red	28.4%	Lower	333	19.5%	-6.0	Declined Significantly	Yellow	21.7%	Lower	334	22.5%	2.9	Increased	Red	20.1%	Higher
Socioeconomically Disadvantaged	332	25.6%	0.4	Maintained	Red	29.9%	Lower	311	20.6%	-5.0	Declined Significantly	Yellow	23.4%	Lower	329	22.8%	2.2	Increased	Red	21.7%	Higher
Students with Disabilities	59	28.8%	-1.0	Declined	Orange	33.1%	Lower	71	16.9%	-11.9	Declined	Yellow	26.3%	Lower	68	16.2%	-0.7	Declined	Yellow	24.9%	Lower
White	7	*	*	*	*	18.5%	*	7	*	*	*	*	13.5%	*	11	36.4%	--	--	--	12.2%	--

Data Sources: California School Dashboard Research data files.

ISANA Palmati Academy

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CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																						
	Dashboard 2023							Dashboard 2024							Dashboard 2025							
Student Group	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	367	0.0%	0.0	Maintained	Blue	3.5%	Lower	369	0.0%	0.0	Maintained	Blue	3.2%	Lower	368	0.3%	0.3	Increased	Green	2.9%	Lower	
English Learner	116	0.0%	0.0	Maintained	Blue	3.7%	Lower	102	0.0%	0.0	Maintained	Blue	3.4%	Lower	80	0.0%	0.0	Maintained	Blue	3.2%	Lower	
Homeless Youth	27	0.0%	--	--	--	6.5%	--	24	0.0%	0.0	Maintained	--	5.7%	--	39	0.0%	0.0	Maintained	--	5.1%	Lower	
Latino	327	0.0%	0.0	Maintained	Blue	3.8%	Lower	340	0.0%	0.0	Maintained	Blue	3.4%	Lower	341	0.3%	0.3	Increased	Green	3.0%	Lower	
Socioeconomically Disadvantaged	337	0.0%	0.0	Maintained	Blue	4.5%	Lower	317	0.0%	0.0	Maintained	Blue	4.0%	Lower	338	0.3%	0.3	Increased	Green	3.6%	Lower	
Students with Disabilities	59	0.0%	0.0	Maintained	Blue	5.9%	Lower	71	0.0%	0.0	Maintained	Blue	5.4%	Lower	70	0.0%	0.0	Maintained	Blue	5.0%	Lower	
White	10	*	*	*	*	2.9%	*	7	*	*	*	*	2.6%	*	12	0.0%	--	--	--	2.4%	--	

Data Sources: California School Dashboard Research data files.

ISANA Palmati Academy

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Local Indicators Report

Local Indicators - CA School Dashboard Indicator			
Priority	**2023 Dashboard**	**2024 Dashboard**	**2025 Dashboard**
Basic Services and Conditions (Priority 1)	Standard Met	Standard Met	Standard Met
Implementation of State Academic Standards (Priority 2)	Standard Met	Standard Met	Standard Met
Parent and Family Engagement (Priority 3)	Standard Met	Standard Met	Standard Met
School Climate (Priority 6)	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study (Priority 7)	Standard Met	Standard Met	Standard Met

Data Sources: California School Dashboard Local Indicators Research data files.

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Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group									
	2023-2024			2024-2025			2025-2026		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	360	529,902	5,837,690	360	516,685	5,806,221	344	497,105	5,731,260
F/R Meal	77.5%	80.6%	61.6%	89.7%	81.9%	62.7%	88.4%	82.2%	62.4%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A	0.0%	14.1%	N/A
English Learner	27.5%	20.1%	18.4%	21.9%	18.6%	17.4%	22.4%	16.4%	16.2%
Foster Youth	0.0%	0.6%	0.5%	0.6%	0.5%	0.5%	0.3%	0.5%	0.5%
Homeless Youth	5.3%	2.1%	3.6%	10.8%	2.7%	4.0%	6.4%	2.4%	3.8%
Socioeconomically Disadvantaged	80.0%	81.3%	62.7%	90.8%	82.4%	63.6%	89.8%	82.7%	63.1%
Students w/ Disabilities	16.7%	14.8%	13.7%	17.8%	15.6%	14.2%	19.2%	16.4%	14.8%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%	0.0%	0.3%	0.8%
African American/Black	0.3%	7.3%	4.9%	0.8%	7.1%	4.9%	1.7%	7.2%	4.8%
American Indian or Alaska Native	0.3%	0.1%	0.4%	0.3%	0.1%	0.4%	0.3%	0.1%	0.4%
Asian	1.7%	3.4%	9.9%	0.8%	3.3%	10.1%	0.6%	3.3%	10.3%
Filipino	1.4%	1.7%	2.2%	1.4%	1.6%	2.2%	1.2%	1.7%	2.2%
Latino	92.2%	73.8%	56.1%	93.1%	73.6%	56.1%	91.0%	72.9%	56.0%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%	0.0%	0.1%	0.4%
White	1.9%	9.8%	20.3%	3.1%	9.7%	20.0%	3.5%	9.7%	19.7%
Two or More Races	0.6%	2.0%	4.6%	0.3%	2.1%	4.8%	1.7%	2.2%	4.9%
Not Reported	1.7%	1.8%	1.1%	0.3%	2.2%	1.2%	0.0%	2.7%	1.3%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp

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Long-Term English Learners (LTEL) and “At-Risk”

Note: The “EL Total” column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the “English Learners” heading. The “Total (Ever-EL)” column displays the summed total of the data in the “RFEP” column plus the data in the four columns under the “English Learners” heading OR the data in the “EL Total” column, but not both. The percent values displayed in this report are calculated as a percent of the “Total (Ever-EL)” which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

	2023-2024						2024-2025						2025-2026					
	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	1	0.5%	15,302	6.5%	211,186	10.6%	2	1.2%	13,052	5.9%	198,853	10.4%	2	1.3%	10,142	4.9%	174,300	9.5%
At-Risk 4-5 Years	13	7.0%	15,717	6.7%	136,188	6.8%	9	5.2%	11,406	5.2%	115,009	6.0%	11	7.4%	11,109	5.4%	113,143	6.2%
EL 0-3 Years	60	32.4%	60,574	25.7%	519,651	26.0%	50	29.1%	57,726	26.1%	516,862	26.9%	47	31.5%	48,131	23.5%	467,800	25.6%
EL 4+ Years & Not At-Risk or LTEL	25	13.5%	14,725	6.2%	207,768	10.4%	18	10.5%	13,775	6.2%	178,306	9.3%	17	11.4%	11,946	5.8%	170,621	9.3%
EL Total	99	53.5%	106,318	45.0%	1,074,793	53.8%	79	45.9%	95,959	43.3%	1,009,030	52.6%	77	51.7%	81,328	39.7%	925,864	50.7%
RFEP	86	46.5%	129,789	55.0%	924,422	46.2%	93	54.1%	125,465	56.7%	909,298	47.4%	72	48.3%	123,618	60.3%	900,560	49.3%
Total Ever EL	185	100.0%	236,107	100.0%	1,999,215	100.0%	172	100.0%	221,424	100.0%	1,918,328	100.0%	149	100.0%	204,946	100.0%	1,826,424	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesltel.asp

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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						2025-2026					
	School			Los Angeles Unified			School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	360			529,902			360			516,685			344			497,105		
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**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	57	100.0%	15.8%	78,319	100.0%	14.8%	64	100.0%	17.8%	80,505	100.0%	15.6%	66	100.0%	19.2%	81,470	100.0%	16.4%
High Incidence	46	80.7%	12.8%	52,153	66.6%	9.8%	51	79.7%	14.2%	52,412	65.1%	10.1%	48	72.7%	14.0%	51,757	63.5%	10.4%
Low Incidence	11	19.3%	3.1%	26,162	33.4%	4.9%	13	20.3%	3.6%	28,084	34.9%	5.4%	18	27.3%	5.2%	29,702	36.5%	6.0%
Autism	11	19.3%	3.1%	18,713	23.9%	3.5%	13	20.3%	3.6%	20,802	25.8%	4.0%	17	25.8%	4.9%	22,739	27.9%	4.6%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%	0	0.0%	0.0%	10	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%	0	0.0%	0.0%	172	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%	0	0.0%	0.0%	964	1.2%	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%	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%	0	0.0%	0.0%	903	1.1%	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%	0	0.0%	0.0%	3,259	4.0%	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%	0	0.0%	0.0%	1,043	1.3%	0.2%
Other Health Impairment	4	7.0%	1.1%	10,930	14.0%	2.1%	5	7.8%	1.4%	11,596	14.4%	2.2%	11	16.7%	3.2%	12,092	14.8%	2.4%
Orthopedic Impairment	0	0.0%	0.0%	533	0.7%	0.1%	0	0.0%	0.0%	434	0.5%	0.1%	0	0.0%	0.0%	405	0.5%	0.1%
Specific Learning Disability	21	36.8%	5.8%	29,615	37.8%	5.6%	25	39.1%	6.9%	29,368	36.5%	5.7%	22	33.3%	6.4%	28,727	35.3%	5.8%
Speech or Language Impairment	21	36.8%	5.8%	11,608	14.8%	2.2%	21	32.8%	5.8%	11,448	14.2%	2.2%	15	22.7%	4.4%	10,938	13.4%	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%	0	0.0%	0.0%	59	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%	1	1.5%	0.3%	158	0.2%	0.0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Attachment C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
ISANA PALMATI ACADEMY
BOARD OF EDUCATION REPORT 094 – 26/27
October 13, 2026

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2027 until June 30, 2032 to serve up to 490 students in grades TK-8 in each year of the charter term.

II. Summary Description of Current District Practice:
Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:
The approval of this charter petition would renew the charter of ISANA Palmati Academy for five (5) years beginning July 1, 2027 until June 30, 2032.

IV. Effects of This Proposal:
The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:
If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services. Student Integration Services provided feedback for the charter petition to ensure compliance.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program

PREPARED BY:

JAMES A. PERREAULT
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

File #: Rep-103-26/27, **Version:** 1 **Agenda Date:** 10/13/2026
In Control: Charter Schools Division

Approval of the Renewal Petition for Valor Academy Elementary [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Valor Academy Elementary) Recommends approval of the renewal petition for Valor Academy Elementary, a Middle performing, Start-Up Independent charter school, located in Board District 6 and Region North, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 468 students in grades TK-4 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Valor Academy Elementary ("Charter School"), a Start-Up Independent charter school, located in Board District 6 and Region North, for a term of five (5) years, beginning July 1, 2027 until June 30, 2032, to serve up to 468 students in grades TK-4 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
Valor Academy Elementary is a TK-4 school currently serving 405 students on a private facility at 15526 Plummer Street, North Hills, CA, 91343 in Board District 6 and Region North. Valor Academy Elementary was originally approved by the LAUSD Board of Education on November 10, 2015. On December 8, 2020, the charter school was renewed for a five-year term to serve 468 students in grades TK-4. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Valor Academy Elementary expires June 30, 2027.

On July 16, 2026, Valor Academy Elementary submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through October 14, 2026.

An initial Public Hearing was held on August 25, 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 Valor Academy Elementary governing board members complete questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. Additionally, resumes and due diligence forms are requested from Valor Academy Elementary's Lead Petitioner; Executive Director/Chief

Executive Officer or equivalent; Principal or equivalent; Financial manager or equivalent; and Chief Financial Officer or equivalent, as applicable. A confidential due diligence review of the charter school, the governing organization, and school's leaders, may be conducted by the Office of the Inspector General (OIG) as appropriate, and to the extent the OIG identifies any material concerns, 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 14 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, applicable policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms set forth in Charter School's renewal petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the renewal petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2027.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal 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 renewal 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. 103, 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's renewal petition.

Policy Implications:
All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact:
State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law, including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of

special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:
As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

Issues and Analysis:
If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:
Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Valor Academy Elementary Data Set
Attachment C - Desegregation Impact Statement

Budget, Petition, CORE Data (if applicable), and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1CYghst1dqN7g0VYzOWiyn3uMhUlZEZSA?usp=drive_link>

Submitted:
09/17/26

RESPECTFULLY SUBMITTED,

ANDRÉS E. CHAIT
Superintendent of Schools

APPROVED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Division of Data, Strategy, and Innovation

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

Attachment A

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 103-26/27
October 13, 2026

School Name:	**Valor Academy Elementary**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 14, 2026**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Bright Star Schools**		
Location Code:	**7580**		
Type of Site(s):	**Private**		
Site Address(es):	**15526 Plummer Street, North Hills, CA, 91343**		
Board District(s):	**6**	Region(s):	**North**
Grade Levels Served:	**TK-4**	Current Enrollment:	**405**
Grade Levels Authorized in Current Charter:	**TK-4**	Approved Enrollment in Current Charter:	**468**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2026 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval for a five (5)-year term (2027-2032)**		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Valor Academy Elementary ("Valor Elementary" or "Charter School") located in Board District 6 and Region North, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 468 students in grades TK-4 in each year of the charter term.

II. RENEWAL REQUIREMENTS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 14 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
  These criteria have been determined not to be bases for denial.

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)
  These criteria have been determined not to be bases for denial.

Charter Petition Requirement:
In accordance with Education Code section 47611.5, a charter school charter shall contain a declaration regarding whether or not the charter school shall be deemed the exclusive public school employer of the employees at the charter school for the purposes of Section 3540.1 of the Government Code, and that declaration shall not be materially inconsistent with the charter.

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?
  This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	Valor Academy Elementary
Initial Authorization:	On November 10, 2015, Valor Academy Elementary was authorized by the LAUSD Board of Education to serve 468 students in grades TK-4.
Most Recent Renewal:	The charter was renewed on December 8, 2020, for a five-year term (July 1, 2021 - June 30, 2026) to serve up to 468 students in grades TK-4. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Valor Academy Elementary expires June 30, 2027.

	Valor Academy Elementary
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on December 8, 2020, to amend governance structure and lottery preferences.
Board Benchmarks in Current Charter Term:	On December 8, 2020, as part of the school's most recent renewal, the LAUSD Board of Education issued the following academic benchmarks to Valor Elementary: 1. The school will achieve Increased or Increased Significantly in Change Level for the majority of its numerically significant subgroups on the California School Dashboard's English Language Arts (ELA) Indicator over the term of the charter with the goal of achieving a Status level that is the same or higher than the applicable state levels by the time the charter is presented for renewal. The school's annual progress will be reviewed at the school's Annual Performance-Based Oversight Visit by the district. 2. The school will achieve a Progress Level that is the same or higher than the applicable state levels on the California School Dashboard's English Learner Progress Indicator (ELPI). The school's annual progress will be reviewed at the school's Annual Performance-Based Oversight Visit by the district. Please see the "Additional Information" section below.
Submission of Renewal Petition Application:	Valor Elementary submitted its renewal petition application on July 16, 2026. The 90-day statutory timeline for Board action on the petition runs through October 14, 2026.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Valor Elementary implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Valor Elementary participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. <u>Charter School Operator</u>

Valor Academy Elementary is operated by Bright Star Schools (BSS), a California nonprofit public benefit corporation that also operates eight other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

A. <u>Summary</u>

Valor Elementary has been identified by the state as a Middle performing charter school. The recommendation for renewal considers the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard ("Dashboard"), and whether there was clear and convincing verified data evidence showing

the charter school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School's Dashboard performance was higher than the state in English Language Arts (ELA) and Math, but lower in English Learner Progress Indicator (ELPI). The charter school submitted verified data. The recommendation of approval is based on a holistic review of the charter school, including performing higher than the state for the majority of applicable academic indicators.

Please see the Valor Academy Elementary data set.

a. 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.

Valor Academy Elementary Dashboard Indicators

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
Dashboard 2023	Yellow	Yellow	Not Applicable	Yellow	Not Applicable	Orange	Not Applicable	Blue
Dashboard 2024	Orange	Orange	Not Applicable	Orange	Not Applicable	Yellow	Not Applicable	Green
Dashboard 2025	Orange	Green	Not Applicable	Blue	Not Applicable	Orange	Not Applicable	Blue

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

b. English Language Arts Indicator

In 2023 and 2024 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was lower than the state for All Students, and higher than the state for all numerically significant student groups. In 2025 in ELA, the charter school's DFS was lower than the state for All Students, and higher than the state for two of four numerically significant student groups.

Valor Academy Elementary - English Language Arts Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**98%**	**129**	**-31.2**	**-13.6**	**Lower**
Latino	98%	117	-33.2	-40.2	Higher
English Learner	99%	69	-40.6	-67.7	Higher
Socioeconomically Disadvantaged	98%	114	-36.6	-42.6	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Valor Academy Elementary - English Language Arts Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**134**	**-33.2**	**-13.2**	**Lower**
Latino	100%	126	-35.9	-39.3	Higher
English Learner	100%	73	-41.4	-67.6	Higher
Socioeconomically Disadvantaged	100%	122	-38.6	-40.9	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Valor Academy Elementary - English Language Arts Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**142**	**-34.3**	**-8.1**	**Lower**
Latino	100%	130	-37.1	-33.7	Lower
English Learner	100%	74	-46.5	-59.9	Higher
Socioeconomically Disadvantaged	100%	125	-40.2	-35.3	Lower
Students with Disabilities	100%	34	-61.7	-89.4	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

c. Math Indicator

In 2023, 2024, and 2025 in Math, the charter school's DFS was higher than the state for All Students, and for all numerically significant student groups.

Valor Academy Elementary - Mathematics Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**98%**	**129**	**-32.1**	**-49.1**	**Higher**
Latino	98%	117	-33.2	-80.8	Higher
English Learner	99%	69	-29.9	-93.4	Higher
Socioeconomically Disadvantaged	98%	114	-36.8	-80.8	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Valor Academy Elementary - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**135**	**-29.2**	**-47.6**	**Higher**
Latino	100%	127	-29.9	-79.2	Higher

Valor Academy Elementary - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
English Learner	100%	74	-27.7	-93.4	Higher
Socioeconomically Disadvantaged	100%	123	-32.2	-78.2	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Valor Academy Elementary - Mathematics Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**143**	**-25.0**	**-42.4**	**Higher**
Latino	100%	131	-27.6	-73.6	Higher
English Learner	100%	75	-31.2	-86.1	Higher
Socioeconomically Disadvantaged	100%	126	-28.4	-72.9	Higher
Students with Disabilities	100%	34	-40.2	-120.7	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

d. Science Indicator

Not applicable.

e. English Learner Progress Indicator

In 2023 and 2024 on the English Learner Progress Indicator (ELPI), the charter school's English Learner Progress Rate was lower than the state. In 2025 on the ELPI, the charter school's English Learner Progress Rate was higher than the state.

To continue to improve student outcomes in this area, school leaders report strengthening the implementation of the school's recently adopted designated English Language Development curriculum. In addition, the school is implementing Universal Design for Learning (UDL) training into its instructional planning and learning walks.

Valor Academy Elementary - English Learner Progress Indicator - 2023 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	120	39.2%	48.7%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Valor Academy Elementary - English Learner Progress Indicator - 2024 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	116	35.3%	45.7%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Valor Academy Elementary - English Learner Progress Indicator - 2025 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	103	58.3%	46.4%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

f. College/Career Indicator
Not applicable

g. Chronic Absenteeism Indicator
In 2023 and 2025 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students, and lower for three of four numerically significant student groups. In 2024, the charter schools rate of chronic absenteeism was higher than the state for All Students, and for two of four numerically significant student groups.

h. Graduation Rate 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
As noted above, Valor Elementary has benchmarks related to academics in its current term. The following summarizes the outcomes of each benchmark for each of the five years (2021-2022 through 2025-2026) of the current charter term.

Note: Annual benchmark status updates are based on prior year(s) performance outcomes. For example, benchmarks that require performance level growth (as reported for the years in the table(s) below) are based on available data from the preceding two school years (e.g., 2024-2025 benchmark status is based on 2023 CA Dashboard data and 2024 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 2021-2022 and 2022-2023.

Benchmark 1: *The school will achieve Increased or Increased Significantly in Change Level for the majority of its numerically significant subgroups on the California School Dashboard's English Language Arts (ELA) Indicator over the term of the charter with the goal of achieving a Status level that is the same or higher than the applicable state levels by the time the charter is presented for renewal. The school's annual progress will be reviewed at the school's Annual Performance-Based Oversight Visit by the district.*

Term Years	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Benchmark	No Update	No Update	Met	Met	Not Met

Benchmark 1 was met two years and not met for one year. No update is available for 2021-2022 and 2022-2023.

Benchmark 2: *The school will achieve a Progress Level that is the same or higher than the applicable state levels on the California School Dashboard's English Learner Progress Indicator (ELPI). The school's annual progress will be reviewed at the school's Annual Performance-Based Oversight Visit by the district.*

Term Years	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Benchmark	No Update	Not Met	Not Met	Not Met	Met

Benchmark 2 was met for one year and not met for three years. No update is available for 2021-2022.

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

In accordance with Education Code section 47604.32, the District's Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for Valor Elementary outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Developing*
Concerns	The rating of *Developing* in 2025-2026 was primarily due to a material weakness reported in Bright Star Schools' 2024-2025 independent audit report, related to internal controls over financial reporting. See further details in the Fiscal Management and Performance section below.

VI. VERIFIED DATA

Charter schools satisfying the Middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school's achieved measurable increases in academic achievement, or strong postsecondary outcomes for the timeframe specified in law. (Ed. Code, § 47607.2(b)(3).)

Valor Academy Elementary provided verified data as part of its renewal application. The verified data was considered by staff. Ultimately, the school's performance on the California Dashboard informed the District's recommendation for approval.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Valor Academy Elementary's ending net assets are positive.

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Ending Net Assets	$1,566,107	$2,851,298	$2,878,874	$2,733,553	$2,889,583
Net Income/Loss	$918,575	$1,285,191	$27,576	($145,321)[1]	$156,030
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Norm Enrollment	371	371	373	390	405

[1] Per the charter operator, the net loss of ($145,321) reported for Fiscal Year (FY) 2024-2025 was primarily due to interest expense. Per BSS, this expense is classified as a non-operating expense. Excluding interest expense, the school would have reported positive operating income.

b. 2024-2025 Independent Audit Report
Audit Opinion: Unmodified/Unqualified
Material Weaknesses: Yes. See the description below.
Deficiencies/Findings: Yes. See the description below.
Lack of a Going Concern: None Reported

BSS' 2024-2025 annual independent audit report identified a material weakness related to internal controls over financial reporting. BSS has implemented corrective actions with specific steps to address this audit finding. The CSD will continue to monitor this issue through its oversight process, including a review of BSS' 2025-2026 independent audit report to evaluate the implementation of corrective actions.

c. Other Significant Fiscal Information
The financial condition of the charter operator is summarized in the table below.

Bright Star Schools					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Ending Net Assets	Net Income / (Loss)	Ending Net Assets	Net Income / (Loss)
9	9	$106,578,590	$34,771,714	$6,689,678	($268,193)[2]

[2]According to the charter operator, much of the BSS organization's $268,193 net loss for FY 2024-2025, excluding its related parties and charter schools, was attributable to the BSS Business Office Team's strategic decision to centrally absorb certain organizational and school-site costs, including expenses related to enrollment challenges, Special Education services, and facilities. Notwithstanding the net loss, as summarized in the table above, the BSS organization reported positive ending net assets of approximately $106.6 million, including its related parties and charter schools, and approximately $6.7 million, excluding its related parties and charter schools, as of June 30, 2025.

Valor Academy Elementary

Board District: 6 | Region: North | Location Code: 7580

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	129	-31.2	15.4	Increased Significantly	Yellow	-13.6	Lower	100%	134	-33.2	-2.0	Maintained	Orange	-13.2	Lower	100%	142	-34.3	-1.1	Maintained	Orange	-8.1	Lower
English Learner	99%	69	-40.6	16.2	Increased Significantly	Yellow	-67.7	Higher	100%	73	-41.4	-0.8	Maintained	Orange	-67.6	Higher	100%	74	-46.5	-5.0	Declined	Orange	-59.9	Higher
Latino	98%	117	-33.2	15.0	Increased Significantly	Yellow	-40.2	Higher	100%	126	-35.9	-2.7	Maintained	Orange	-39.3	Higher	100%	130	-37.1	-1.2	Maintained	Orange	-33.7	Lower
Socioeconomically Disadvantaged	98%	114	-36.6	12.2	Increased	Yellow	-42.6	Higher	100%	122	-38.6	-2.0	Maintained	Orange	-40.9	Higher	100%	125	-40.2	-1.6	Maintained	Orange	-35.3	Lower
Students with Disabilities	89%	18	-98.7	-1.7	Maintained	--	-96.3	--	100%	25	-74.3	24.4	Increased Significantly	--	-95.6	--	100%	34	-61.7	12.6	Increased	--	-89.4	Higher

Data Sources: California School Dashboard Research data files.

Valor Academy Elementary

Board District: 6 | Region: North | Location Code: 7580

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	129	-32.1	15.9	Increased Significantly	Yellow	-49.1	Higher	100%	135	-29.2	2.9	Maintained	Orange	-47.6	Higher	100%	143	-25.0	4.1	Increased	Green	-42.4	Higher
English Learner	99%	69	-29.9	15.4	Increased Significantly	Yellow	-93.4	Higher	100%	74	-27.7	2.2	Maintained	Orange	-93.4	Higher	100%	75	-31.2	-3.5	Declined	Orange	-86.1	Higher
Latino	98%	117	-33.2	16.6	Increased Significantly	Yellow	-80.8	Higher	100%	127	-29.9	3.2	Increased	Yellow	-79.2	Higher	100%	131	-27.6	2.3	Maintained	Orange	-73.6	Higher
Socioeconomically Disadvantaged	98%	114	-36.8	13.9	Increased	Yellow	-80.8	Higher	100%	123	-32.2	4.6	Increased	Yellow	-78.2	Higher	100%	126	-28.4	3.8	Increased	Yellow	-72.9	Higher
Students with Disabilities	89%	18	-64.7	13.8	Increased	--	-127.3	--	100%	25	-61.8	2.9	Maintained	--	-124.3	--	100%	34	-40.2	21.6	Increased Significantly	--	-120.7	Higher

Data Sources: California School Dashboard Research data files.

Valor Academy Elementary

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CA School Dashboard: English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school for all student groups in grades 1-12. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) shows that the student group has fewer than 30 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	120	39.2%	4.7	Increased	Yellow	48.7%	Lower	116	35.3%	-3.8	Declined	Orange	45.7%	Lower	103	58.3%	22.9	Increased Significantly	Blue	46.4%	Higher

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	39.2%	0%	31.7%	29.2%	45.7%	2.3%	32.2%	18.3%
2024	EL	34.5%	0%	31.0%	33.6%	43.2%	1.9%	34.4%	19.1%
2025	EL	58.3%	0%	17.5%	24.3%	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.

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CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	378	25.7%	-1.9	Declined	Orange	24.3%	Higher	380	19.5%	-6.2	Declined Significantly	Yellow	18.6%	Higher	395	20.0%	0.5	Increased	Orange	17.1%	Higher
English Learner	177	24.9%	1.5	Increased	Red	26.3%	Lower	171	21.6%	-3.2	Declined Significantly	Yellow	20.1%	Higher	146	20.5%	-1.1	Declined	Orange	18.1%	Higher
Filipino	15	13.3%	3.3	Increased	--	13.8%	--	12	8.3%	-5.0	Declined	--	9.6%	--	12	8.3%	0.0	Maintained	--	8.4%	--
Homeless Youth	12	41.7%	--	--	--	38.7%	--	15	53.3%	11.7	Increased	--	32.7%	--	11	45.5%	-7.9	Declined	--	30.7%	--
Latino	347	25.9%	-2.3	Declined	Orange	28.4%	Lower	352	18.8%	-7.2	Declined Significantly	Yellow	21.7%	Lower	355	18.9%	0.1	Maintained	Orange	20.1%	Lower
Socioeconomically Disadvantaged	345	27.2%	-1.9	Declined	Orange	29.9%	Lower	352	20.5%	-6.8	Declined Significantly	Yellow	23.4%	Lower	357	21.6%	1.1	Increased	Red	21.7%	Lower
Students with Disabilities	55	38.2%	4.8	Increased	Red	33.1%	Higher	73	27.4%	-10.8	Declined	Orange	26.3%	Higher	70	22.9%	-4.5	Declined	Orange	24.9%	Lower

Data Sources: California School Dashboard Research data files.

Valor Academy Elementary

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CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																						
	Dashboard 2023							Dashboard 2024							Dashboard 2025							
Student Group	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	386	0.0%	-0.3	Declined	Blue	3.5%	Lower	389	0.3%	0.3	Increased	Green	3.2%	Lower	407	0.2%	0.0	Maintained	Blue	2.9%	Lower	
English Learner	185	0.0%	0.0	Maintained	Blue	3.7%	Lower	174	0.6%	0.6	Increased	Yellow	3.4%	Lower	150	0.0%	-0.6	Declined	Blue	3.2%	Lower	
Filipino	15	0.0%	0.0	Maintained	--	1.3%	--	12	0.0%	0.0	Maintained	--	1.2%	--	12	0.0%	0.0	Maintained	--	1.1%	--	
Homeless Youth	12	0.0%	--	--	--	6.5%	--	15	0.0%	0.0	Maintained	--	5.7%	--	11	0.0%	0.0	Maintained	--	5.1%	--	
Latino	354	0.0%	-0.3	Declined	Blue	3.8%	Lower	360	0.3%	0.3	Increased	Green	3.4%	Lower	366	0.3%	0.0	Maintained	Blue	3.0%	Lower	
Socioeconomically Disadvantaged	350	0.0%	0.0	Maintained	Blue	4.5%	Lower	358	0.3%	0.3	Increased	Green	4.0%	Lower	367	0.3%	0.0	Maintained	Blue	3.6%	Lower	
Students with Disabilities	58	0.0%	-2.2	Declined	Blue	5.9%	Lower	73	1.4%	1.4	Increased	Orange	5.4%	Lower	72	0.0%	-1.4	Declined	Blue	5.0%	Lower	

Data Sources: California School Dashboard Research data files.

Valor Academy Elementary

Board District: 6 | Region: North | Location Code: 7580

Local Indicators Report

Local Indicators - CA School Dashboard Indicator			
Priority	**2023 Dashboard**	**2024 Dashboard**	**2025 Dashboard**
Basic Services and Conditions (Priority 1)	Standard Met	Standard Met	Standard Met
Implementation of State Academic Standards (Priority 2)	Standard Met	Standard Met	Standard Met
Parent and Family Engagement (Priority 3)	Standard Met	Standard Met	Standard Met
School Climate (Priority 6)	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study (Priority 7)	Standard Met	Standard Met	Standard Met

Data Sources: California School Dashboard Local Indicators Research data files.

Valor Academy Elementary

Board District: 6 | Region: North | Location Code: 7580

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group									
	2023-2024			2024-2025			2025-2026		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	366	529,902	5,837,690	387	516,685	5,806,221	403	497,105	5,731,260
F/R Meal	92.3%	80.6%	61.6%	88.9%	81.9%	62.7%	89.8%	82.2%	62.4%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A	0.0%	14.1%	N/A
English Learner	44.3%	20.1%	18.4%	37.0%	18.6%	17.4%	26.6%	16.4%	16.2%
Foster Youth	0.5%	0.6%	0.5%	0.0%	0.5%	0.5%	0.0%	0.5%	0.5%
Homeless Youth	1.9%	2.1%	3.6%	2.6%	2.7%	4.0%	4.2%	2.4%	3.8%
Socioeconomically Disadvantaged	92.3%	81.3%	62.7%	88.9%	82.4%	63.6%	89.8%	82.7%	63.1%
Students w/ Disabilities	12.8%	14.8%	13.7%	16.8%	15.6%	14.2%	16.6%	16.4%	14.8%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%	0.2%	0.3%	0.8%
African American/Black	0.8%	7.3%	4.9%	1.8%	7.1%	4.9%	1.7%	7.2%	4.8%
American Indian or Alaska Native	0.3%	0.1%	0.4%	0.3%	0.1%	0.4%	0.5%	0.1%	0.4%
Asian	1.6%	3.4%	9.9%	1.3%	3.3%	10.1%	1.7%	3.3%	10.3%
Filipino	3.3%	1.7%	2.2%	2.8%	1.6%	2.2%	3.5%	1.7%	2.2%
Latino	92.3%	73.8%	56.1%	90.4%	73.6%	56.1%	89.1%	72.9%	56.0%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%	0.2%	0.1%	0.4%
White	1.4%	9.8%	20.3%	2.1%	9.7%	20.0%	2.2%	9.7%	19.7%
Two or More Races	0.0%	2.0%	4.6%	1.3%	2.1%	4.8%	1.0%	2.2%	4.9%
Not Reported	0.3%	1.8%	1.1%	0.0%	2.2%	1.2%	0.0%	2.7%	1.3%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp

Valor Academy Elementary

Board District: 6 | Region: North | Location Code: 7580

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.

	2023-2024						2024-2025						2025-2026					
	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%	15,302	6.5%	211,186	10.6%	0	0.0%	13,052	5.9%	198,853	10.4%	0	0.0%	10,142	4.9%	174,300	9.5%
At-Risk 4-5 Years	24	12.1%	15,717	6.7%	136,188	6.8%	27	14.6%	11,406	5.2%	115,009	6.0%	21	12.0%	11,109	5.4%	113,143	6.2%
EL 0-3 Years	123	62.1%	60,574	25.7%	519,651	26.0%	104	56.2%	57,726	26.1%	516,862	26.9%	77	44.0%	48,131	23.5%	467,800	25.6%
EL 4+ Years & Not At-Risk or LTEL	15	7.6%	14,725	6.2%	207,768	10.4%	12	6.5%	13,775	6.2%	178,306	9.3%	9	5.1%	11,946	5.8%	170,621	9.3%
EL Total	162	81.8%	106,318	45.0%	1,074,793	53.8%	143	77.3%	95,959	43.3%	1,009,030	52.6%	107	61.1%	81,328	39.7%	925,864	50.7%
RFEP	36	18.2%	129,789	55.0%	924,422	46.2%	42	22.7%	125,465	56.7%	909,298	47.4%	68	38.9%	123,618	60.3%	900,560	49.3%
Total Ever EL	198	100.0%	236,107	100.0%	1,999,215	100.0%	185	100.0%	221,424	100.0%	1,918,328	100.0%	175	100.0%	204,946	100.0%	1,826,424	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesltel.asp

Valor Academy Elementary

Board District: 6 | Region: North | Location Code: 7580

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						2025-2026					
	School			Los Angeles Unified			School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	366			529,902			387			516,685			403			497,105		
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**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	46	100.0%	12.6%	78,319	100.0%	14.8%	65	100.0%	16.8%	80,505	100.0%	15.6%	67	100.0%	16.6%	81,470	100.0%	16.4%
High Incidence	38	82.6%	10.4%	52,153	66.6%	9.8%	51	78.5%	13.2%	52,412	65.1%	10.1%	50	74.6%	12.4%	51,757	63.5%	10.4%
Low Incidence	8	17.4%	2.2%	26,162	33.4%	4.9%	14	21.5%	3.6%	28,084	34.9%	5.4%	17	25.4%	4.2%	29,702	36.5%	6.0%
Autism	6	13.0%	1.6%	18,713	23.9%	3.5%	12	18.5%	3.1%	20,802	25.8%	4.0%	16	23.9%	4.0%	22,739	27.9%	4.6%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%	0	0.0%	0.0%	10	0.0%	0.0%
Deafness	1	2.2%	0.3%	188	0.2%	0.0%	1	1.5%	0.3%	178	0.2%	0.0%	0	0.0%	0.0%	172	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%	0	0.0%	0.0%	964	1.2%	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%	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%	0	0.0%	0.0%	903	1.1%	0.2%
Intellectual Disability	1	2.2%	0.3%	3,393	4.3%	0.6%	1	1.5%	0.3%	3,381	4.2%	0.7%	1	1.5%	0.2%	3,259	4.0%	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%	0	0.0%	0.0%	1,043	1.3%	0.2%
Other Health Impairment	6	13.0%	1.6%	10,930	14.0%	2.1%	15	23.1%	3.9%	11,596	14.4%	2.2%	19	28.4%	4.7%	12,092	14.8%	2.4%
Orthopedic Impairment	0	0.0%	0.0%	533	0.7%	0.1%	0	0.0%	0.0%	434	0.5%	0.1%	0	0.0%	0.0%	405	0.5%	0.1%
Specific Learning Disability	10	21.7%	2.7%	29,615	37.8%	5.6%	15	23.1%	3.9%	29,368	36.5%	5.7%	13	19.4%	3.2%	28,727	35.3%	5.8%
Speech or Language Impairment	22	47.8%	6.0%	11,608	14.8%	2.2%	21	32.3%	5.4%	11,448	14.2%	2.2%	18	26.9%	4.5%	10,938	13.4%	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%	0	0.0%	0.0%	59	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%	0	0.0%	0.0%	158	0.2%	0.0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Attachment C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
VALOR ACADEMY ELEMENTARY
BOARD OF EDUCATION REPORT 103-26/27
October 13, 2026

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2027 until June 30, 2032 to serve up to 468 students in grades TK-4 in each year of the charter term.

II. Summary Description of Current District Practice:
Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:
The approval of this charter petition would renew the charter of Valor Academy Elementary for five (5) years beginning July 1, 2027 until June 30, 2032.

IV. Effects of This Proposal:
The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:
If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services. Student Integration Services provided feedback for the charter petition to ensure compliance.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

JAMES A. PERREAULT
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

Board of Education Report

File #: Rep-064-26/27, **Version:** 1 **Agenda Date:** 10/13/2026
In Control: Charter Schools Division

Approval of the Renewal Petition for Alliance College-Ready Middle Academy 4 [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Alliance College-Ready Middle Academy 4) Recommends approval of the renewal petition for Alliance College-Ready Middle Academy 4, a Middle performing, Start-Up Independent charter school, with a benchmark in the area of academics (ELA for Students with Disabilities), located in Board District 7 and Region South, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 450 students in grades 6-8 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Alliance College-Ready Middle Academy 4 ("Charter School"), a Start-Up Independent charter school, with a benchmark in the area of academics (ELA for Students with Disabilities), located in Board District 7 and Region South, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 450 students in grades 6-8 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
Alliance College-Ready Middle Academy 4 is a 6-8 middle school currently serving 488 students on a private facility at 9719 S. Main Street, Los Angeles, CA 90003 in Board District 7 and Region South. Alliance College-Ready Middle Academy 4 was originally approved by the LAUSD Board of Education on April 14, 2009. On September 25, 2018, the charter school was renewed for a five-year term to serve 450 students in grades 6-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Alliance College-Ready Middle Academy 4 expires June 30, 2027.

On July 16, 2026, Alliance College-Ready Middle Academy 4 submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through October 14, 2026.

An initial Public Hearing was held on August 25, 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 Alliance College-Ready Middle Academy 4 governing board members complete questionnaires so the

District may assess whether any conflicts of interest arise based on the information provided. Additionally, resumes and due diligence forms are requested from Alliance College-Ready Middle Academy 4's Lead Petitioner; Executive Director/Chief Executive Officer or equivalent; Principal or equivalent; Financial manager or equivalent; and Chief Financial Officer or equivalent, as applicable. A confidential due diligence review of the charter school, the governing organization, and school's leaders, may be conducted by the Office of the Inspector General (OIG) as appropriate, and to the extent the OIG identifies any material concerns, 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 14 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, applicable policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms set forth in Charter School's renewal petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the renewal petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2027.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal 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 renewal 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. 064, 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's renewal petition.

Policy Implications:
All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact:
State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law, including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support

the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:
As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

Issues and Analysis:
If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:
Signature Page
Attachment A- Staff Assessment and Recommendation Report
Attachment B- Alliance College-Ready Middle Academy 4 Data Set
Attachment C- Desegregation Impact Statement

Budget, Petition, CORE Data (if applicable), and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1gUIe5DYemutS0iQet0mR8PI2dFluI2-i?usp=sharing>

Submitted:
9/17/2026

RESPECTFULLY SUBMITTED,

ANDRÉS E. CHAIT
Superintendent of Schools

APPROVED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Division of Data, Strategy, and Innovation

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 064-26/27
October 13, 2026

School Name:	**Alliance College-Ready Middle Academy 4**		BOARD IS REQUIRED TO TAKE ACTION BY: October 14, 2026
Type of Charter School:	**Start-Up Independent**		
Charter Operator	**Alliance College-Ready Public Schools**		
Location Code:	**5160**		
Type of Site(s):	**Private**		
Site Address(es):	**9719 S. Main Street, Los Angeles, CA 90003**		
Board District(s):	**7**	Region(s):	**South**
Grade Levels Served:	**6-8**	Current Enrollment:	**488**
Grade Levels Authorized in Current Charter:	**6-8**	Approved Enrollment in Current Charter:	**450**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2026 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval with a benchmark for a five (5)-year term (2027-2032)**		
PROPOSED BENCHMARKS:	The following benchmark is proposed for Alliance College-Ready Middle Academy 4 for the 2027-2032 charter term: In each year of the charter term, the charter school shall demonstrate academic growth in English Language Arts (ELA) for Students with Disabilities as reported on the California School Dashboard ELA Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level; or by achieving a DFS that is equal to or higher than their respective student group state average DFS. As part of ongoing oversight, the District will review the charter school's performance at its annual oversight visit to determine any appropriate actions, including consideration of the school's progress upon submission of a renewal petition at the end of the term of the charter.		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Alliance College-Ready Middle Academy 4 ("Charter School"), with a benchmark in the area of academics, located in Board District 7 and Region South, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 450 students in grades 6-8 in each year of the charter term.

II. RENEWAL REQUIREMENTS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 14 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
  These criteria have been determined not to be bases for denial.

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)
  These criteria have been determined not to be bases for denial.

Charter Petition Requirement:

In accordance with Education Code section 47611.5, a charter school charter shall contain a declaration regarding whether or not the charter school shall be deemed the exclusive public school employer of the employees at the charter school for the purposes of Section 3540.1 of the Government Code, and that declaration shall not be materially inconsistent with the charter.

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?
  This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	Alliance College-Ready Middle Academy 4
Initial Authorization:	On April 14, 2009, Alliance College-Ready Middle Academy 4 was authorized by the LAUSD Board of Education to serve 375 students in grades 6-8.

	Alliance College-Ready Middle Academy 4
Most Recent Renewal:	The charter was renewed on September 25, 2018, for a five-year term (July 1, 2019 - June 30, 2024) to serve up to 450 students in grades 6-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Alliance College-Ready Middle Academy 4 expires June 30, 2027.
Approved Material Revisions of Current Charter:	• The Board of Education approved a request for material revision on January 14, 2025, to add an additional site within the community. • The Board of Education approved a request for material revision on December 12, 2019, to amend corporate structure and governance model.
Board Benchmarks in Current Charter Term:	On September 25, 2018, as part of the school's most recent renewal, the LAUSD Board of Education issued the following academic benchmarks to Alliance College-Ready Middle Academy 4: The school must provide an annual update to the Charter Schools Division (CSD) by December 1 of each year of the charter term demonstrating its progress related to the following: 1. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for "English Learners" in English Language Arts (ELA) as measured by CAASPP (SBAC) Assessment at a level equal to or greater than the Resident and Similar Schools Medians, with the goal of achieving and maintaining the "Green" performance level or higher by the end of the charter term. 2. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for "English Learners" in Math as measured by CAASPP (SBAC) Assessment at a level equal to or greater than the Resident and Similar Schools Medians, with the goal of achieving and maintaining the "Green" performance level or higher by the end of the charter term. 3. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for "Students with Disabilities" in Math as

	Alliance College-Ready Middle Academy 4
Board Benchmarks in Current Charter Term (Cont.):	measured by CAASPP (SBAC) Assessment at a level equal to or greater than the Resident and Similar Schools Medians, with the goal of achieving and maintaining the "Green" performance level or higher by the end of the charter term. Please see the "Additional Information" section below.
Submission of Renewal Petition Application:	Alliance College-Ready Middle Academy 4 submitted its renewal petition application on July 16, 2026. The 90-day statutory timeline for Board action on the petition runs through October 14, 2026.
Concurrent Request for Material Revision:	Not Applicable
Master Plan for English Learners and Standard English Learners:	Alliance College-Ready Middle Academy 4 implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Alliance College-Ready Middle Academy 4 participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Alliance College-Ready Middle Academy 4 is operated by Alliance College-Ready Public Schools ("Alliance"), a California nonprofit public benefit corporation that also operates 21 other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

A. Summary

Alliance College-Ready Middle Academy 4 has been identified by the state as a Middle performing charter school. The recommendation for renewal considers the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard ("Dashboard"), and whether there was clear and convincing verified data evidence showing the charter school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School's Dashboard performance was higher than the state in English Language Arts (ELA), Math, Science, and English Learner Progress Indicator (ELPI). The charter school submitted verified data. The recommendation of approval is based on a holistic review of the charter school, including performing higher than the state for the majority of applicable academic indicators.

Please see the Alliance College-Ready Middle Academy 4 data set.

a. 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.

Alliance College-Ready Middle Academy 4 Dashboard Indicators

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
Dashboard 2023	Orange	Yellow	Not Applicable	Orange	Not Applicable	Yellow	Not Applicable	Green
Dashboard 2024	Yellow	Yellow	No Performance Color	Yellow	Not Applicable	Orange	Not Applicable	Orange
Dashboard 2025	Orange	Yellow	Yellow	Green	Not Applicable	Yellow	Not Applicable	Orange

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

b. 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 four numerically significant student groups. In 2024 and 2025 in ELA, the charter school's DFS was lower than the state for All Students, and higher than the state for four of five numerically significant student groups.

As noted above, staff is recommending a benchmark in ELA for the Students with Disabilities student group. In order to improve student outcomes in ELA, charter school leaders report using a co-teaching model along with schoolwide literacy strategies, regular analysis of student work to guide instruction, and targeted ELA interventions to support student achievement.

Alliance College-Ready Middle Academy 4 - English Language Arts Indicator - 2023 Dashboard

Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**441**	**-26.3**	**-13.6**	**Lower**
Latino	99%	429	-25.9	-40.2	Higher
English Learner	99%	164	-77.5	-67.7	Lower
Socioeconomically Disadvantaged	99%	436	-25.9	-42.6	Higher
Students with Disabilities	100%	57	-105.6	-96.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance College-Ready Middle Academy 4 - English Language Arts Indicator - 2024 Dashboard

Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**447**	**-15.0**	**-13.2**	**Lower**
Latino	100%	427	-14.4	-39.3	Higher
English Learner	100%	185	-58.5	-67.6	Higher
Long-Term English Learner	100%	78	-99.5	-109.6	Higher
Socioeconomically Disadvantaged	100%	440	-15.5	-40.9	Higher
Students with Disabilities	98%	57	-100.3	-95.6	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance College-Ready Middle Academy 4 - English Language Arts Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**481**	**-26.9**	**-8.1**	**Lower**
Latino	100%	455	-25.8	-33.7	Higher
English Learner	100%	210	-51.3	-59.9	Higher
Long-Term English Learner	100%	66	-102.4	-104.5	Higher
Socioeconomically Disadvantaged	100%	467	-26.9	-35.3	Higher
Students with Disabilities	98%	60	-103.7	-89.4	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

c. 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 four numerically significant student groups. In 2024 in Math, the charter school's DFS was lower than the state for All Students, and higher than the state for three of five numerically significant student groups. In 2025 in Math, the charter school's DFS was lower than the state for All Students, and higher than the state for four of five student groups.

Alliance College-Ready Middle Academy 4 - Mathematics Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**440**	**-77.5**	**-49.1**	**Lower**
Latino	99%	428	-76.0	-80.8	Higher
English Learner	98%	163	-124.4	-93.4	Lower
Socioeconomically Disadvantaged	99%	435	-77.6	-80.8	Higher
Students with Disabilities	98%	56	-157.0	-127.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance College-Ready Middle Academy 4 - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**446**	**-63.0**	**-47.6**	**Lower**
Latino	99%	426	-60.3	-79.2	Higher
English Learner	100%	185	-103.7	-93.4	Lower
Long-Term English Learner	100%	78	-153.8	-163.5	Higher
Socioeconomically Disadvantaged	99%	439	-63.2	-78.2	Higher
Students with Disabilities	98%	57	-144.1	-124.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance College-Ready Middle Academy 4 - Mathematics Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**481**	**-55.3**	**-42.4**	**Lower**
Latino	100%	455	-53.7	-73.6	Higher
English Learner	100%	211	-80.4	-86.1	Higher
Long-Term English Learner	100%	66	-144.4	-158.9	Higher
Socioeconomically Disadvantaged	100%	467	-55.4	-72.9	Higher
Students with Disabilities	98%	60	-139.2	-120.7	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

d. Science Indicator

In 2024 in Science, the charter school's Science Points (SPs) were higher than the state for All Students, and for all numerically significant student groups. In 2025 in Science, the charter school's SPs were lower than the state for All Students, and higher than the state for all numerically significant student groups.

Alliance College-Ready Middle Academy 4 - Science Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**99%**	**137**	**52.9**	**51.2**	**Higher**
Latino	99%	133	52.9	45.4	Higher
English Learner	98%	57	41.2	39.0	Higher
Long-Term English Learner	97%	31	34.4	32.8	Higher
Socioeconomically Disadvantaged	99%	133	52.9	45.6	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance College-Ready Middle Academy 4 - Science Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**99%**	**152**	**49.2**	**52.6**	**Lower**
Latino	99%	143	49.2	47.1	Higher
English Learner	97%	60	43.6	41.1	Higher
Socioeconomically Disadvantaged	99%	151	48.9	47.1	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

e. English Learner Progress Indicator

In 2023, 2024, and 2025 on the English Learner Progress Indicator (ELPI), the charter school's English Learner Progress Rate was higher than the state.

Alliance College-Ready Middle Academy 4 - English Learner Progress Indicator - 2023 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	120	51.7%	48.7%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance College-Ready Middle Academy 4 - English Learner Progress Indicator - 2024 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	99%	107	51.4%	45.7%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance College-Ready Middle Academy 4 - English Learner Progress Indicator - 2025 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	99%	110	59.1%	46.4%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

f. College/Career Indicator
Not applicable

g. Chronic Absenteeism Indicator
In 2023, 2024, and 2025, the charter school's rate of chronic absenteeism was lower than the state for All Students, and for all numerically significant student groups.

h. Graduation Rate Indicator [HS only]
Not applicable

i. Suspension Rate Indicator
In 2023 and 2024 the charter school's percentage of students suspended at least once was lower than the state for All Students, and for the majority of numerically significant student groups. In 2025, the charter school's percentage of students suspended at least once was higher than the state for All Students, and for all numerically significant student groups.

In order to decrease suspension rates, school leaders report implementing an updated student behavior support system that includes data-informed response to intervention (RTI) practices, restorative discipline, and schoolwide Positive Behavioral Interventions and Supports (PBIS) to promote positive student behavior and engagement.

j. Dashboard Local Indicators
Staff also considered the Local Indicators (e.g., Basics: 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
As noted above, Alliance College-Ready Middle Academy 4 has three benchmarks related to academics in its current term. The following summarizes the outcomes of each benchmark for each of the seven years (2019-2020 through 2025-2026) of the current charter term.

Note: Annual benchmark status updates as reported for the years in the tables below are based on available data from the previous school year (i.e., 2019-2020 benchmark status is based on

2018-2019 data). As CAASPP testing data are unavailable for the 2019–2020 and 2020–2021 school years due to statewide assessment disruptions caused by the COVID-19 pandemic, "No Update" is indicated for applicable benchmarks for 2020-2021 and 2021-2022 in the tables below. Additionally, the state did not issue Performance Level (color) in 2021-2022 due to a single year of available assessment data.

Benchmark 1: *The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for "English Learners" in English Language Arts (ELA) as measured by CAASPP (SBAC) Assessment at a level equal to or greater than the Resident and Similar Schools Medians, with the goal of achieving and maintaining the "Green" performance level or higher by the end of the charter term.*

Term Years	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Benchmark	Met	No Update	No Update	Met	Not Met	Met	Not Met

Benchmark 1 was met for three years and not met for two years. No update is available for 2020-2021 and 2021-2022.

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 Math as measured by CAASPP (SBAC) Assessment at a level equal to or greater than the Resident and Similar Schools Medians, with the goal of achieving and maintaining the "Green" performance level or higher by the end of the charter term.*

Term Years	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Benchmark	Met	No Update	No Update	Met	Not Met	Not Met	Met

Benchmark 2 was met for three years and not met for two years. No update is available for 2020-2021 and 2021-2022.

Benchmark 3: *The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for "Students with Disabilities" in Math as measured by CAASPP (SBAC) Assessment at a level equal to or greater than the Resident and Similar Schools Medians, with the goal of achieving and maintaining the "Green" performance level or higher by the end of the charter term.*

Term Years	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Benchmark	Not Met	No Update	No Update	Met	Not Met	Not Met	Not Met

Benchmark 3 was met for one year and not met for four years. No update is available for 2020-2021 and 2021-2022.

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

In accordance with Education Code section 47604.32, the District's Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for Alliance College-Ready Middle Academy 4's outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2024-2025	*Developing*
2025-2026	*Proficient*
Concerns	The rating of *Developing* in 2024-2025 was primarily due to the Alliance charter schools' pattern of financial practices related to certain expenditures, as well as delays in depositing school-site funds. Alliance represented to the District that the expenditures reviewed by the District were funded through philanthropic/private sources and provided supporting documentation. The CSD will continue to monitor these matters through the oversight process.

VI. VERIFIED DATA

Charter schools satisfying the Middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school's achieved measurable increases in academic achievement, or strong postsecondary outcomes for the timeframe specified in law. (Ed. Code, § 47607.2(b)(3).)

Alliance College-Ready Middle Academy 4 provided verified data as part of its renewal application. The verified data was considered by staff. Ultimately, the school's performance on the California Dashboard informed the District's recommendation for approval.

VII. SUPPLEMENTAL INFORMATION

The California Department of Education (CDE) specified that, "The CORE growth model was not adopted by the California State Board of Education (SBE) as verified data."[1] The CDE further specified that, "CAASPP reported data can only be used in a manner consistent with the data reported on the CAASPP website and Dashboard. CAASPP data, and methodologies for analyzing CAASPP data (e.g., CORE Student Growth Percentiles) that are mutually agreed upon by the chartering authority and charter school, may be used to supplement Dashboard results. However, CAASPP data may not be used to dispute the Dashboard results."[2]

Charter School signed an agreement with LAUSD to submit CORE. Charter School submitted CORE Student Growth Percentiles to be used to supplement Dashboard results which was considered as part of the renewal analysis.

VIII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Alliance College-Ready Middle Academy 4's ending net assets are positive.

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Ending Net Assets	$5,984,934	$6,625,908	$6,292,716	$6,449,736	$6,335,870
Net Income/Loss	$430,986	$640,974	($333,192) [1]	$157,020	($113,866) [2]
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment [A]	464	463	466	488	488

[1] According to Alliance, the reported net loss of ($333,192) for Fiscal Year (FY) 2023-2024 was primarily attributed to the transition from substantial one-time COVID-related support to sustainable operations under recurring funding, and the implementation of a math pilot program.

[2] According to Alliance, the projected net loss of ($113,866) for FY 2025-2026 was primarily attributed to lower one-time funding available to the school. Alliance asserted that the school is strategically utilizing reserves to maintain quality programs while moving towards fiscal sustainability.

Notwithstanding the net losses described above, Alliance College-Ready Middle Academy 4 has maintained positive ending net assets for the most current four school years and projects positive ending net assets for FY 2025-2026. As summarized in the financial table above, Charter School reported $6,449,736 in ending net assets as of June 30, 2025, based on its 2024-2025 independent audit report.

[1] https://www.cde.ca.gov/sp/ch/verifdatafaqs.asp#can-core-data-be-used-as-verified-data-updated-06-jun-2023
[2] https://www.cde.ca.gov/sp/ch/verifdatacrit.asp

[A] The CSD will continue to monitor Alliance College-Ready Middle Academy 4's enrollment in accordance with established procedures, and will take appropriate actions to ensure Charter School's alignment with the approved capacity.

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.

Alliance College-Ready Public Schools					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Ending Net Assets	Net Income / (Loss)	Ending Net Assets	Net Income / (Loss)
23 [3]	23 [3]	$196,339,482	($14,114,517) [4]	$33,902,657	($7,009,544) [4]

[3] Effective June 30, 2025, Alliance Tennenbaum Family Technology High ("Alliance Tennenbaum") was closed following the Alliance Board's March 12, 2025, approval to voluntarily surrender Alliance Tennenbaum's charter, citing existing and projected enrollment trends and related fiscal and operational challenges. As such, there are 22 Alliance charter schools in School Years 2025-2026 and 2026-2027 that are operational and authorized by LAUSD.

[4] The Alliance organization reported a net loss of more than $14 million for the 2025-2026 school year including its related parties and charter schools, and a net loss of more than $7 million excluding its related parties and charter schools. Alliance explained that the losses were primarily driven by several one-time events, including:

- Approximately $7 million in net losses were incurred by 17 of its 23 Alliance charter schools. According to Alliance, these losses were primarily attributable to the expiration of one-time pandemic-related funding, declines in enrollment, and higher-than-expected operating costs. Alliance asserted that the affected charter schools used their reserves to maintain program quality during the fiscal year.
- The remaining $7 million net loss reported by the Alliance Home Office was primarily attributable to additional expenditures for strategic, non-recurring investments, including the Human Resources Information System ("HRIS"), innovation and attendance initiatives, curriculum review, career and internship programs, and college persistence efforts.

Notwithstanding the net losses, the Alliance organization reported positive ending net assets of approximately $196.3 million, including its related parties and charter schools, and approximately $33.9 million, excluding its related parties and charter schools, as of June 30, 2025.

Alliance College-Ready Middle Academy 4

Board District: 7 | Region: South | Location Code: 5160

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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	99%	441	-26.3	-5.9	Declined	Orange	-13.6	Lower	100%	447	-15.0	11.3	Increased	Yellow	-13.2	Lower	100%	481	-26.9	-11.9	Declined	Orange	-8.1	Lower
African American/Black	100%	9	*	*	*	*	-59.6	*	100%	9	*	*	*	*	-58.9	*	100%	16	-57.4	--	--	--	-51.3	--
English Learner	99%	164	-77.5	-12.7	Declined	Red	-67.7	Lower	100%	185	-58.5	19.1	Increased Significantly	Yellow	-67.6	Higher	100%	210	-51.3	7.2	Increased	Yellow	-59.9	Higher
Homeless Youth	100%	7	*	*	*	*	-67.9	*	100%	6	*	*	*	*	-70.4	*	100%	16	-102.1	--	--	--	-68.9	--
Latino	99%	429	-25.9	-5.8	Declined	Orange	-40.2	Higher	100%	427	-14.4	11.5	Increased	Yellow	-39.3	Higher	100%	455	-25.8	-11.4	Declined	Orange	-33.7	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	100%	78	-99.5	-2.0	Maintained	Red	-109.6	Higher	100%	66	-102.4	-2.8	Maintained	Red	-104.5	Higher
Socioeconomically Disadvantaged	99%	436	-25.9	-4.8	Declined	Orange	-42.6	Higher	100%	440	-15.5	10.5	Increased	Yellow	-40.9	Higher	100%	467	-26.9	-11.4	Declined	Orange	-35.3	Higher
Students with Disabilities	100%	57	-105.6	6.3	Increased	Orange	-96.3	Lower	98%	57	-100.3	5.3	Increased	Orange	-95.6	Lower	98%	60	-103.7	-3.5	Declined	Red	-89.4	Lower

Data Sources: California School Dashboard Research data files.

Alliance College-Ready Middle Academy 4

Board District: 7 | Region: South | Location Code: 5160

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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	99%	440	-77.5	16.7	Increased Significantly	Yellow	-49.1	Lower	99%	446	-63.0	14.5	Increased	Yellow	-47.6	Lower	100%	481	-55.3	7.7	Increased	Yellow	-42.4	Lower
African American/Black	100%	9	*	*	*	*	-104.5	*	100%	9	*	*	*	*	-102.2	*	100%	16	-106.6	--	--	--	-95.8	--
English Learner	98%	163	-124.4	19.4	Increased Significantly	Orange	-93.4	Lower	100%	185	-103.7	20.8	Increased Significantly	Orange	-93.4	Lower	100%	211	-80.4	23.2	Increased Significantly	Yellow	-86.1	Higher
Homeless Youth	100%	7	*	*	*	*	-101.3	*	100%	6	*	*	*	*	-106.0	*	100%	16	-110.1	--	--	--	-102.8	--
Latino	99%	428	-76.0	17.5	Increased Significantly	Yellow	-80.8	Higher	99%	426	-60.3	15.7	Increased Significantly	Yellow	-79.2	Higher	100%	455	-53.7	6.6	Increased	Yellow	-73.6	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	100%	78	-153.8	-12.2	Declined	Red	-163.5	Higher	100%	66	-144.4	9.4	Increased	Orange	-158.9	Higher
Socioeconomically Disadvantaged	99%	435	-77.6	16.5	Increased Significantly	Yellow	-80.8	Higher	99%	439	-63.2	14.4	Increased	Yellow	-78.2	Higher	100%	467	-55.4	7.8	Increased	Yellow	-72.9	Higher
Students with Disabilities	98%	56	-157.0	31.0	Increased Significantly	Orange	-127.3	Lower	98%	57	-144.1	12.9	Increased	Orange	-124.3	Lower	98%	60	-139.2	4.9	Increased	Orange	-120.7	Lower

Data Sources: California School Dashboard Research data files.

Alliance College-Ready Middle Academy 4

Board District: 7 | Region: South | Location Code: 5160

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														
	Dashboard 2024						Dashboard 2025							
Student Group	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	99%	137	52.9	--	51.2	Higher	99%	152	49.2	-3.7	Declined	Yellow	52.6	Lower
English Learner	98%	57	41.2	--	39.0	Higher	97%	60	43.6	2.4	Increased	Yellow	41.1	Higher
Latino	99%	133	52.9	--	45.4	Higher	99%	143	49.2	-3.8	Declined	Yellow	47.1	Higher
Long-Term English Learner	97%	31	34.4	--	32.8	Higher	93%	26	30.8	-3.6	Declined	--	34.0	--
Socioeconomically Disadvantaged	99%	133	52.9	--	45.6	Higher	99%	151	48.9	-4.0	Declined	Yellow	47.1	Higher
Students with Disabilities	100%	20	41.9	--	36.7	--	92%	25	33.7	-8.2	Declined Significantly	--	38.3	--

Data Sources: California School Dashboard Research data files.

Alliance College-Ready Middle Academy 4

Board District: 7 | Region: South | Location Code: 5160

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 30 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	120	51.7%	-17.9	Declined Significantly	Orange	48.7%	Higher	107	51.4%	-0.3	Maintained	Yellow	45.7%	Higher	110	59.1%	7.7	Increased	Green	46.4%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	76	48.7%	-3.8	Declined	Orange	45.8%	Higher	66	60.6%	11.9	Increased Significantly	Blue	49.1%	Higher

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	49.2%	0.8%	32.5%	15.8%	45.7%	2.3%	32.2%	18.3%
2024	EL	50.5%	0.9%	32.7%	15.9%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	48.7%	0.0%	35.5%	15.8%	41.6%	3.4%	28.5%	24.7%
2025	EL	57.3%	0.9%	21.8%	19.1%	44.6%	1.3%	35.5%	17.2%
2025	LTEL	59.1%	0.0%	16.7%	22.7%	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.

Alliance College-Ready Middle Academy 4

Board District: 7 | Region: South | Location Code: 5160

CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	474	17.3%	-11.3	Declined Significantly	Yellow	24.3%	Lower	477	17.8%	0.5	Increased	Orange	18.6%	Lower	487	12.1%	-5.7	Declined Significantly	Yellow	17.1%	Lower
African American/Black	9	*	*	*	*	36.4%	*	9	*	*	*	*	31.3%	*	16	25.0%	--	--	--	29.8%	--
English Learner	152	21.7%	-12.2	Declined Significantly	Yellow	26.3%	Lower	115	19.1%	-2.6	Declined	Yellow	20.1%	Lower	115	12.2%	-7.0	Declined	Yellow	18.1%	Lower
Homeless Youth	7	*	*	*	*	38.7%	*	6	*	*	*	*	32.7%	*	16	6.3%	--	--	--	30.7%	--
Latino	461	16.9%	-10.2	Declined Significantly	Yellow	28.4%	Lower	457	17.7%	0.8	Increased	Orange	21.7%	Lower	461	11.7%	-6.0	Declined Significantly	Yellow	20.1%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	83	19.3%	-5.3	Declined	Yellow	23.9%	Lower	67	13.4%	-5.8	Declined	Yellow	22.5%	Lower
Socioeconomically Disadvantaged	468	17.5%	-11.2	Declined Significantly	Yellow	29.9%	Lower	468	17.5%	0.0	Maintained	Orange	23.4%	Lower	473	11.8%	-5.7	Declined Significantly	Yellow	21.7%	Lower
Students with Disabilities	61	31.1%	-2.9	Declined	Orange	33.1%	Lower	62	21.0%	-10.2	Declined	Orange	26.3%	Lower	62	14.5%	-6.5	Declined	Yellow	24.9%	Lower

Data Sources: California School Dashboard Research data files.

Alliance College-Ready Middle Academy 4

Board District: 7 | Region: South | Location Code: 5160

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																							
	Dashboard 2023							Dashboard 2024							Dashboard 2025								
Student Group	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	485	1.6%	-1.3	Declined	Green	3.5%	Lower	484	2.3%	0.6	Increased	Orange	3.2%	Lower	490	4.1%	1.8	Increased	Orange	2.9%	Higher		
African American/Black	11	0.0%	--	--	--	8.8%	--	10	*	*	*	*	8.4%	*	16	18.8%	--	--	--	7.7%	--		
English Learner	154	4.5%	2.1	Increased	Orange	3.7%	Higher	117	3.4%	-1.1	Declined	Green	3.4%	Same	116	6.9%	3.5	Increased	Orange	3.2%	Higher		
Homeless Youth	7	*	*	*	*	6.5%	*	6	*	*	*	*	5.7%	*	16	18.8%	--	--	--	5.1%	--		
Latino	469	1.7%	-1.3	Declined	Green	3.8%	Lower	463	2.4%	0.7	Increased	Orange	3.4%	Lower	464	3.7%	1.3	Increased	Orange	3.0%	Higher		
Long-Term English Learner	--	--	--	--	--	--	--	85	4.7%	-1.8	Declined	Green	8.1%	Lower	68	10.3%	5.6	Increased	Orange	7.0%	Higher		
Socioeconomically Disadvantaged	479	1.7%	-1.4	Declined	Green	4.5%	Lower	472	2.3%	0.7	Increased	Orange	4.0%	Lower	476	4.0%	1.7	Increased	Orange	3.6%	Higher		
Students with Disabilities	61	4.9%	-3.1	Declined	Green	5.9%	Lower	64	1.6%	-3.4	Declined	Green	5.4%	Lower	62	11.3%	9.7	Increased	Orange	5.0%	Higher		

Data Sources: California School Dashboard Research data files.

Alliance College-Ready Middle Academy 4

Board District: 7 | Region: South | Location Code: 5160

Local Indicators Report

Local Indicators - CA School Dashboard Indicator			
Priority	**2023 Dashboard**	**2024 Dashboard**	**2025 Dashboard**
Basic Services and Conditions (Priority 1)	Standard Met	Standard Met	Standard Met
Implementation of State Academic Standards (Priority 2)	Standard Met	Standard Met	Standard Met
Parent and Family Engagement (Priority 3)	Standard Met	Standard Met	Standard Met
School Climate (Priority 6)	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study (Priority 7)	Standard Met	Standard Met	Standard Met

Data Sources: California School Dashboard Local Indicators Research data files.

Alliance College-Ready Middle Academy 4

Board District: 7 | Region: South | Location Code: 5160

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group									
	2023-2024			2024-2025			2025-2026		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	464	529,902	5,837,690	486	516,685	5,806,221	487	497,105	5,731,260
F/R Meal	97.6%	80.6%	61.6%	94.4%	81.9%	62.7%	84.2%	82.2%	62.4%
GATE	6.7%	11.6%	N/A	6.0%	13.0%	N/A	9.9%	14.1%	N/A
English Learner	23.9%	20.1%	18.4%	23.7%	18.6%	17.4%	21.4%	16.4%	16.2%
Foster Youth	0.4%	0.6%	0.5%	0.0%	0.5%	0.5%	0.0%	0.5%	0.5%
Homeless Youth	1.1%	2.1%	3.6%	2.1%	2.7%	4.0%	2.1%	2.4%	3.8%
Socioeconomically Disadvantaged	97.8%	81.3%	62.7%	95.7%	82.4%	63.6%	86.2%	82.7%	63.1%
Students w/ Disabilities	11.9%	14.8%	13.7%	11.5%	15.6%	14.2%	11.5%	16.4%	14.8%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%	0.0%	0.3%	0.8%
African American/Black	1.9%	7.3%	4.9%	3.3%	7.1%	4.9%	3.3%	7.2%	4.8%
American Indian or Alaska Native	0.2%	0.1%	0.4%	0.4%	0.1%	0.4%	0.2%	0.1%	0.4%
Asian	0.0%	3.4%	9.9%	0.0%	3.3%	10.1%	0.0%	3.3%	10.3%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%	0.0%	1.7%	2.2%
Latino	95.9%	73.8%	56.1%	94.9%	73.6%	56.1%	94.9%	72.9%	56.0%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%	0.0%	0.1%	0.4%
White	0.4%	9.8%	20.3%	0.4%	9.7%	20.0%	0.4%	9.7%	19.7%
Two or More Races	0.0%	2.0%	4.6%	0.0%	2.1%	4.8%	0.0%	2.2%	4.9%
Not Reported	1.5%	1.8%	1.1%	1.0%	2.2%	1.2%	1.2%	2.7%	1.3%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp

Alliance College-Ready Middle Academy 4

Board District: 7 | Region: South | Location Code: 5160

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.

	2023-2024						2024-2025						2025-2026					
	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	55	16.6%	15,302	6.5%	211,186	10.6%	50	15.0%	13,052	5.9%	198,853	10.4%	36	11.3%	10,142	4.9%	174,300	9.5%
At-Risk 4-5 Years	1	0.3%	15,717	6.7%	136,188	6.8%	4	1.2%	11,406	5.2%	115,009	6.0%	2	0.6%	11,109	5.4%	113,143	6.2%
EL 0-3 Years	8	2.4%	60,574	25.7%	519,651	26.0%	17	5.1%	57,726	26.1%	516,862	26.9%	13	4.1%	48,131	23.5%	467,800	25.6%
EL 4+ Years & Not At-Risk or LTEL	47	14.2%	14,725	6.2%	207,768	10.4%	44	13.2%	13,775	6.2%	178,306	9.3%	53	16.7%	11,946	5.8%	170,621	9.3%
EL Total	111	33.5%	106,318	45.0%	1,074,793	53.8%	115	34.4%	95,959	43.3%	1,009,030	52.6%	104	32.7%	81,328	39.7%	925,864	50.7%
RFEP	220	66.5%	129,789	55.0%	924,422	46.2%	219	65.6%	125,465	56.7%	909,298	47.4%	214	67.3%	123,618	60.3%	900,560	49.3%
Total Ever EL	331	100.0%	236,107	100.0%	1,999,215	100.0%	334	100.0%	221,424	100.0%	1,918,328	100.0%	318	100.0%	204,946	100.0%	1,826,424	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesltel.asp

Alliance College-Ready Middle Academy 4

Board District: 7 | Region: South | Location Code: 5160

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						2025-2026					
	School			Los Angeles Unified			School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	464			529,902			486			516,685			487			497,105		
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**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	55	100.0%	11.9%	78,319	100.0%	14.8%	56	100.0%	11.5%	80,505	100.0%	15.6%	56	100.0%	11.5%	81,470	100.0%	16.4%
High Incidence	40	72.7%	8.6%	52,153	66.6%	9.8%	44	78.6%	9.1%	52,412	65.1%	10.1%	46	82.1%	9.4%	51,757	63.5%	10.4%
Low Incidence	15	27.3%	3.2%	26,162	33.4%	4.9%	12	21.4%	2.5%	28,084	34.9%	5.4%	10	17.9%	2.1%	29,702	36.5%	6.0%
Autism	12	21.8%	2.6%	18,713	23.9%	3.5%	10	17.9%	2.1%	20,802	25.8%	4.0%	9	16.1%	1.8%	22,739	27.9%	4.6%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%	0	0.0%	0.0%	10	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%	0	0.0%	0.0%	172	0.2%	0.0%
Emotional Disturbance	1	1.8%	0.2%	1,148	1.5%	0.2%	1	1.8%	0.2%	1,082	1.3%	0.2%	0	0.0%	0.0%	964	1.2%	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%	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%	0	0.0%	0.0%	903	1.1%	0.2%
Intellectual Disability	1	1.8%	0.2%	3,393	4.3%	0.6%	0	0.0%	0.0%	3,381	4.2%	0.7%	0	0.0%	0.0%	3,259	4.0%	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%	0	0.0%	0.0%	1,043	1.3%	0.2%
Other Health Impairment	11	20.0%	2.4%	10,930	14.0%	2.1%	10	17.9%	2.1%	11,596	14.4%	2.2%	9	16.1%	1.8%	12,092	14.8%	2.4%
Orthopedic Impairment	0	0.0%	0.0%	533	0.7%	0.1%	0	0.0%	0.0%	434	0.5%	0.1%	0	0.0%	0.0%	405	0.5%	0.1%
Specific Learning Disability	27	49.1%	5.8%	29,615	37.8%	5.6%	27	48.2%	5.6%	29,368	36.5%	5.7%	29	51.8%	6.0%	28,727	35.3%	5.8%
Speech or Language Impairment	2	3.6%	0.4%	11,608	14.8%	2.2%	7	12.5%	1.4%	11,448	14.2%	2.2%	8	14.3%	1.6%	10,938	13.4%	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%	0	0.0%	0.0%	59	0.1%	0.0%
Visual Impairment	1	1.8%	0.2%	185	0.2%	0.0%	1	1.8%	0.2%	175	0.2%	0.0%	1	1.8%	0.2%	158	0.2%	0.0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Attachment C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
ALLIANCE COLLEGE-READY MIDDLE ACADEMY 4
BOARD OF EDUCATION REPORT 064 – 26/27
October 13, 2026

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2027 until June 30, 2032 to serve up to 450 students in grades 6-8 in each year of the charter term.

II. Summary Description of Current District Practice:
Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:
The approval of this charter petition would renew the charter of Alliance College-Ready Middle Academy 4 for five (5) years beginning July 1, 2027 until June 30, 2032.

IV. Effects of This Proposal:
The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:
If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services. Student Integration Services provided feedback for the charter petition to ensure compliance.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:
Kristi Maar
Kristi Maar
Specialist
Charter Schools Division

APPROVED BY:
KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

File #: Rep-073-26/27, **Version:** 1 **Agenda Date:** 10/13/2026
In Control: Charter Schools Division

Approval of the Renewal Petition for Alliance Patti and Peter Neuwirth Leadership Academy [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Alliance Patti and Peter Neuwirth Leadership Academy) Recommends approval of the renewal petition for Alliance Patti and Peter Neuwirth Leadership Academy, a Middle performing, Start-Up Independent charter school, located in Board District 7 and Region East, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 600 students in grades 9-12 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Alliance Patti and Peter Neuwirth Leadership Academy ("Charter School"), a Start-Up Independent charter school, located in Board District 7 and Region East, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 600 students in grades 9-12 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
Alliance Patti and Peter Neuwirth Leadership Academy is a 9-12 high school currently serving 596 students on a private facility at 4610 South Main Street, Los Angeles, CA, 90037 in Board District 7, and Region East. Alliance Patti and Peter Neuwirth Leadership Academy was originally approved by the LAUSD Board of Education on March 7, 2006. On November 24, 2020, the charter school was renewed for a five-year term to serve 600 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Alliance Patti and Peter Neuwirth Leadership Academy expires June 30, 2027.

On July 16, 2026, Alliance Patti and Peter Neuwirth Leadership Academy submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through October 14, 2026

An initial Public Hearing was held on August 25, 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 Alliance Patti and Peter Neuwirth Leadership Academy governing board members complete questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. Additionally, resumes and due diligence forms are requested from Alliance Patti and Peter Neuwirth Leadership Academy's Lead Petitioner; Executive Director/Chief Executive Officer or equivalent; Principal or equivalent; Financial manager or equivalent; and Chief Financial Officer or equivalent, as applicable. A confidential due diligence review of the charter school, the governing organization, and school's leaders, may be conducted by the Office of the Inspector General (OIG) as appropriate, and to the extent the OIG identifies any material concerns, 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 14 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, applicable policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms set forth in Charter School's renewal petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the renewal petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2027.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal 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 renewal 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. 073, 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's renewal petition.

Policy Implications:
All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact:
State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law, including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA

Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:
As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

Issues and Analysis:
If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:
Signature Page
Attachment A- Staff Assessment and Recommendation Report
Attachment B- Alliance Patti and Peter Neuwirth Leadership Academy Data Set
Attachment C- Desegregation Impact Statement

Budget, Petition, CORE Data (if applicable), and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1kg-tm-0OqKHFla7PuLpv2l9-vU5gCqlA?usp=sharing>

Submitted:
09/17/26

RESPECTFULLY SUBMITTED,

ANDRÉS E. CHAIT
Superintendent of Schools

APPROVED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Division of Data, Strategy, and Innovation

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 073-26/27
October 13, 2026

School Name:	**Alliance Patti and Peter Neuwirth Leadership Academy**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 14, 2026**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Alliance College-Ready Public Schools**		
Location Code:	**8824**		
Type of Site(s):	**Private**		
Site Address(es):	**4610 South Main Street, Los Angeles, CA 90037**		
Board District(s):	**7**	Region(s):	**East**
Grade Levels Served:	**9-12**	Current Enrollment:	**596**
Grade Levels Authorized in Current Charter:	**9-12**	Approved Enrollment in Current Charter:	**600**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2026 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval for a five (5)-year term (2027-2032)**		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Alliance Patti and Peter Neuwirth Leadership Academy ("Alliance Neuwirth" or "Charter School"), located in Board District 7 and Region East, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 600 students in grades 9-12 in each year of the charter term.

II. RENEWAL REQUIREMENTS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 14 elements required for petitions, an affirmation of each of the

conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
These criteria have been determined not to be bases for denial.

- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
  These criteria have been determined not to be bases for denial.

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)
  These criteria have been determined not to be bases for denial.

Charter Petition Requirement:
In accordance with Education Code section 47611.5, a charter school charter shall contain a declaration regarding whether or not the charter school shall be deemed the exclusive public school employer of the employees at the charter school for the purposes of Section 3540.1 of the Government Code, and that declaration shall not be materially inconsistent with the charter.

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?
  This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	Alliance Patti and Peter Neuwirth Leadership Academy
Initial Authorization:	On March 7, 2006, Alliance Patti and Peter Neuwirth Leadership Academy (formerly named College-Ready High School No. 5) was authorized by the LAUSD Board of Education to serve 500 students in grades 9-12.
Most Recent Renewal:	The charter was renewed on November 24, 2020, for a five-year term (July 1, 2021 - June 30, 2026) to serve up to 600 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Alliance Patti and Peter Neuwirth Leadership Academy expires June 30, 2027.
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on September 28, 2021, to add an admissions preference.

	Alliance Patti and Peter Neuwirth Leadership Academy
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Alliance Neuwirth submitted its renewal petition application on July 16, 2026. The 90-day statutory timeline for Board action on the petition runs through October 14, 2026.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Alliance Neuwirth implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Alliance Neuwirth participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Alliance Patti and Peter Neuwirth Leadership Academy is operated by Alliance College-Ready Public Schools ("Alliance"), a California nonprofit public benefit corporation that also operates 21 other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

A. Summary

Alliance Neuwirth has been identified by the state as a Middle performing charter school. The recommendation for renewal considers the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard ("Dashboard"), and whether there was clear and convincing verified data evidence showing the charter school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School's Dashboard performance was higher than the state in English Language Arts (ELA), Math, Science, and College and Career Indicator (CCI), but lower in the English Learner Progress Indicator (ELPI). The charter school submitted verified data. The recommendation of approval is based on a holistic review of the charter school, including performing higher than the state for the majority of applicable academic indicators.

Please see the Alliance Patti and Peter Neuwirth Leadership Academy data set.

a. 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.

Alliance Patti And Peter Neuwirth Leadership Academy Dashboard Indicators

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
Dashboard 2023	Green	Yellow	Not Applicable	Green	High	Not Applicable	Blue	Green
Dashboard 2024	Green	Green	No Performance Color	Orange	Blue	Not Applicable	Blue	Orange
Dashboard 2025	Green	Green	Green	Orange	Blue	Not Applicable	Blue	Orange

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

b. English Language Arts Indicator

In 2023, 2024, and 2025 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was higher than the state for All Students, and for all numerically significant student groups.

Alliance Patti And Peter Neuwirth Leadership Academy - English Language Arts Indicator - 2023 Dashboard

Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**134**	**58.0**	**-13.6**	**Higher**
Latino	99%	133	60.5	-40.2	Higher
Socioeconomically Disadvantaged	99%	134	58.0	-42.6	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Patti And Peter Neuwirth Leadership Academy - English Language Arts Indicator - 2024 Dashboard

Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**148**	**48.9**	**-13.2**	**Higher**
Latino	99%	145	49.6	-39.3	Higher
English Learner	94%	35	-30.9	-67.6	Higher
Socioeconomically Disadvantaged	99%	144	47.1	-40.9	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Patti And Peter Neuwirth Leadership Academy - English Language Arts Indicator - 2025 Dashboard

Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**141**	**53.5**	**-8.1**	**Higher**
Latino	100%	138	54.1	-33.7	Higher
English Learner	100%	35	-12.3	-59.9	Higher
Socioeconomically Disadvantaged	100%	138	52.8	-35.3	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

c. 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 all numerically significant student groups. In 2024 in Math, the charter school's DFS was lower than the state for All Students, and higher than the state for two of

three numerically significant student groups. In 2025 in Math, the charter school's DFS was higher than the state for All Students, and higher than the state for two of three student groups.

Alliance Patti And Peter Neuwirth Leadership Academy - Mathematics Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**133**	**-60.8**	**-49.1**	**Lower**
Latino	99%	132	-58.6	-80.8	Higher
Socioeconomically Disadvantaged	99%	133	-60.8	-80.8	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Patti And Peter Neuwirth Leadership Academy - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**148**	**-56.1**	**-47.6**	**Lower**
Latino	99%	145	-55.7	-79.2	Higher
English Learner	94%	35	-133.0	-93.4	Lower
Socioeconomically Disadvantaged	99%	144	-58.9	-78.2	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Patti And Peter Neuwirth Leadership Academy - Mathematics Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**141**	**-36.5**	**-42.4**	**Higher**
Latino	100%	138	-35.1	-73.6	Higher
English Learner	100%	35	-94.5	-86.1	Lower
Socioeconomically Disadvantaged	100%	138	-36.4	-72.9	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

d. Science Indicator

In 2024 and 2025 in Science, the charter school's Science Points (SPs) were higher than the state for All Students, and higher than the state for all numerically significant student groups.

Alliance Patti And Peter Neuwirth Leadership Academy - Science Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**100%**	**148**	**61.1**	**51.2**	**Higher**
Latino	100%	145	61.0	45.4	Higher
English Learner	100%	34	47.4	39.0	Higher
Socioeconomically Disadvantaged	100%	144	60.7	45.6	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Patti And Peter Neuwirth Leadership Academy - Science Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**100%**	**143**	**60.2**	**52.6**	**Higher**
Latino	100%	140	60.3	47.1	Higher
English Learner	100%	37	46.4	41.1	Higher
Socioeconomically Disadvantaged	100%	140	60.0	47.1	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

e. English Learner Progress Indicator

In 2023 on the English Learner Progress Indicator (ELPI), the charter school's English Learner Progress Rate was higher than the state. In 2024 and 2025 on the ELPI, the charter school's English Learner Progress Rate was lower than the state.

To improve student performance in this area, the charter school expanded the English Language Development (ELD) program by increasing the number of dedicated ELD staff and providing targeted small-group instruction. The charter school's ELD program includes structured academic discourse, scaffolded grade-level texts, and collaborative learning opportunities to strengthen English language proficiency and student engagement.

Alliance Patti And Peter Neuwirth Leadership Academy - English Learner Progress Indicator - 2023 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	96%	92	50.0%	48.7%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Patti And Peter Neuwirth Leadership Academy - English Learner Progress Indicator - 2024 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	81	42.0%	45.7%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Patti And Peter Neuwirth Leadership Academy - English Learner Progress Indicator - 2025 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	90	37.8%	46.4%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

f. College/Career Indicator

In 2023, 2024, and 2025, the charter school's percentage of high school graduates prepared for college or a career was higher than the state for All Students, and for all numerically significant student groups.

Alliance Patti And Peter Neuwirth Leadership Academy - College/Career Indicator - 2023 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**137**	**55.5%**	**43.9%**	**Higher**
Latino	135	55.6%	35.5%	Higher
Socioeconomically Disadvantaged	136	55.9%	35.4%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Patti And Peter Neuwirth Leadership Academy - College/Career Indicator - 2024 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**133**	**70.7%**	**45.3%**	**Higher**
Latino	133	70.7%	37.4%	Higher
Socioeconomically Disadvantaged	133	70.7%	37.4%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Patti And Peter Neuwirth Leadership Academy - College/Career Indicator - 2025 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**149**	**83.2%**	**51.7%**	**Higher**
Latino	147	83.7%	45.1%	Higher
English Learner	33	57.6%	24.3%	Higher
Long-Term English Learner	33	57.6%	24.9%	Higher
Socioeconomically Disadvantaged	147	83.0%	44.8%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

g. Chronic Absenteeism Indicator
Not applicable

h. Graduation Rate Indicator [HS only]
In 2023, 2024, and 2025, the charter school's percentage of graduated students was higher than the state for All Students, and for all numerically significant student groups. Alliance Neuwirth's students must meet A-G requirements with a grade of "C" or better.

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., Basics: 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 categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for Alliance Neuwirth's outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2024-2025	*Developing*
2025-2026	*Proficient*
Concerns	The rating of *Developing* in 2024-2025 was primarily due to the Alliance charter schools' pattern of financial practices related to certain expenditures, as well as delays in depositing school-site funds. Alliance represented to the District that the expenditures reviewed by the District were funded through philanthropic/private sources and provided supporting documentation. The CSD will continue to monitor these matters through the oversight process.

VI. VERIFIED DATA

Charter schools satisfying the Middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school's achieved measurable increases in academic achievement, or strong postsecondary outcomes for the timeframe specified in law. (Ed. Code, § 47607.2(b)(3).)

Alliance Patti and Peter Neuwirth Leadership Academy provided verified data as part of its renewal application. The verified data was considered by staff. Ultimately, the school's performance on the California Dashboard informed the District's recommendation for approval.

VII. SUPPLEMENTAL INFORMATION

The California Department of Education (CDE) specified that, "The CORE growth model was not adopted by the California State Board of Education (SBE) as verified data."[1] The CDE further specified that, "CAASPP reported data can only be used in a manner consistent with the data reported on the CAASPP website and Dashboard. CAASPP data, and methodologies for analyzing CAASPP data (e.g., CORE Student Growth Percentiles) that are mutually agreed upon by the chartering authority and charter school, may be used to supplement Dashboard results. However, CAASPP data may not be used to dispute the Dashboard results."[2]

Charter School signed an agreement with LAUSD to submit CORE. Charter School submitted CORE Student Growth Percentiles to be used to supplement Dashboard results which was considered as part of the renewal analysis.

VIII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Alliance Patti and Peter Neuwirth Leadership Academy's ending net assets are positive.

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Ending Net Assets	$4,440,164	$5,251,955	$4,929,491	$4,045,996	$3,850,974
Net Income/Loss	$625,551	$811,791	($322,464) [1]	($883,495) [2]	($195,022) [3]
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment [A]	590	614	596	604	596

[1] According to Alliance, the reported net loss of ($322,464) for Fiscal Year (FY) 2023-2024 was primarily due to lower one-time federal funding available to the school coupled with higher-than-expected books and supplies expenses, and one-time payment for transition to in-arrears compensation.

[2] According to Alliance, the reported net loss of ($883,495) for FY 2024-2025 was primarily attributed to lower overall one-time funding available to the school coupled with higher-than-expected books and supplies and sub-agreement services.

[3] According to Alliance, the projected net loss of ($195,022) for FY 2025-2026 was primarily attributed to lower overall one-time funding available to the school. Alliance asserted that the school is strategically utilizing reserves to maintain quality programs while moving towards

[1] https://www.cde.ca.gov/sp/ch/verifdatafaqs.asp#can-core-data-be-used-as-verified-data-updated-06-jun-2023
[2] https://www.cde.ca.gov/sp/ch/verifdatacrit.asp

fiscal sustainability. Alliance stated that the school will continue to monitor expenses to minimize the projected yearly deficit.

Notwithstanding the net losses described above, Alliance Patti and Peter Neuwirth Leadership Academy has maintained positive ending net assets for the most current four school years and projects positive ending net assets for FY 2025-2026. As summarized in the financial table above, Charter School reported $4,045,996 in ending net assets as of June 30, 2025, based on its 2024-2025 independent audit report.

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.

Alliance College-Ready Public Schools					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Ending Net Assets	Net Income / (Loss)	Ending Net Assets	Net Income / (Loss)
23 [4]	23 [4]	$196,339,482	($14,114,517) [5]	$33,902,657	($7,009,544) [5]

[4] Effective June 30, 2025, Alliance Tennenbaum Family Technology High ("Alliance Tennenbaum") was closed following the Alliance Board's March 12, 2025, approval to voluntarily surrender Alliance Tennenbaum's charter, citing existing and projected enrollment trends and related fiscal and operational challenges. As such, there are 22 Alliance charter schools in School Years 2025-2026 and 2026-2027 that are operational and authorized by LAUSD.

[5] The Alliance organization reported a net loss of more than $14 million for the 2025-2026 school year including its related parties and charter schools, and a net loss of more than $7 million excluding its related parties and charter schools. Alliance explained that the losses were primarily driven by several one-time events, including:

- Approximately $7 million in net losses were incurred by 17 of its 23 Alliance charter schools. According to Alliance, these losses were primarily attributable to the expiration of one-time pandemic-related funding, declines in enrollment, and higher-than-expected operating costs. Alliance asserted that the affected charter schools used their reserves to maintain program quality during the fiscal year.
- The remaining $7 million net loss reported by the Alliance Home Office was primarily attributable to additional expenditures for strategic, non-recurring investments, including the Human Resources Information System ("HRIS"), innovation and attendance initiatives, curriculum review, career and internship programs, and college persistence efforts.

Notwithstanding the net losses, the Alliance organization reported positive ending net assets of approximately $196.3 million, including its related parties and charter schools, and approximately $33.9 million, excluding its related parties and charter schools, as of June 30, 2025.

Alliance Patti And Peter Neuwirth Leadership Academy

Board District: 7 | Region: East | Location Code: 8824

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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	99%	134	58.0	8.3	Increased	Green	-13.6	Higher	99%	148	48.9	-9.1	Declined	Green	-13.2	Higher	100%	141	53.5	4.7	Increased	Green	-8.1	Higher
English Learner	95%	21	-36.0	12.3	Increased	--	-67.7	--	94%	35	-30.9	5.1	Increased	--	-67.6	Higher	100%	35	-12.3	18.7	Increased Significantly	Yellow	-59.9	Higher
Latino	99%	133	60.5	8.2	Increased	Green	-40.2	Higher	99%	145	49.6	-10.9	Declined	Green	-39.3	Higher	100%	138	54.1	4.5	Increased	Green	-33.7	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	91%	21	-72.4	-38.4	Declined Significantly	--	-109.6	--	100%	17	-50.2	22.1	Increased Significantly	--	-104.5	--
Socioeconomically Disadvantaged	99%	134	58.0	7.8	Increased	Green	-42.6	Higher	99%	144	47.1	-10.9	Declined	Green	-40.9	Higher	100%	138	52.8	5.7	Increased	Green	-35.3	Higher
Students with Disabilities	94%	17	-79.4	-24.3	Declined Significantly	--	-96.3	--	88%	16	-61.3	18.1	Increased Significantly	--	-95.6	--	100%	10	*	*	*	*	-89.4	*

Data Sources: California School Dashboard Research data files.

Alliance Patti And Peter Neuwirth Leadership Academy

Board District: 7 | Region: East | Location Code: 8824

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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	99%	133	-60.8	3.3	Increased	Yellow	-49.1	Lower	99%	148	-56.1	4.7	Increased	Green	-47.6	Lower	100%	141	-36.5	19.6	Increased Significantly	Green	-42.4	Higher
English Learner	95%	20	-146.9	12.7	Increased	--	-93.4	--	94%	35	-133.0	13.8	Increased	--	-93.4	Lower	100%	35	-94.5	38.5	Increased Significantly	Yellow	-86.1	Lower
Latino	99%	132	-58.6	3.6	Increased	Green	-80.8	Higher	99%	145	-55.7	2.9	Maintained	Yellow	-79.2	Higher	100%	138	-35.1	20.6	Increased Significantly	Green	-73.6	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	91%	21	-151.0	3.0	Increased	--	-163.5	--	100%	17	-133.6	17.4	Increased Significantly	--	-158.9	--
Socioeconomically Disadvantaged	99%	133	-60.8	2.3	Maintained	Orange	-80.8	Higher	99%	144	-58.9	1.9	Maintained	Yellow	-78.2	Higher	100%	138	-36.4	22.5	Increased Significantly	Green	-72.9	Higher
Students with Disabilities	94%	16	-193.9	-25.2	Declined Significantly	--	-127.3	--	88%	16	-174.3	19.7	Increased Significantly	--	-124.3	--	100%	10	*	*	*	*	-120.7	*

Data Sources: California School Dashboard Research data files.

Alliance Patti And Peter Neuwirth Leadership Academy

Board District: 7 | Region: East | Location Code: 8824

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														
	Dashboard 2024						Dashboard 2025							
Student Group	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%	148	61.1	--	51.2	Higher	100%	143	60.2	-0.9	Maintained	Green	52.6	Higher
English Learner	100%	34	47.4	--	39.0	Higher	100%	37	46.4	-1.0	Maintained	Yellow	41.1	Higher
Latino	100%	145	61.0	--	45.4	Higher	100%	140	60.3	-0.7	Maintained	Green	47.1	Higher
Long-Term English Learner	100%	20	40.9	--	32.8	--	100%	19	39.2	-1.7	Maintained	--	34.0	--
Socioeconomically Disadvantaged	100%	144	60.7	--	45.6	Higher	100%	140	60.0	-0.7	Maintained	Green	47.1	Higher
Students with Disabilities	100%	14	42.4	--	36.7	--	100%	12	47.0	4.6	Increased	--	38.3	--

Data Sources: California School Dashboard Research data files.

Alliance Patti And Peter Neuwirth Leadership Academy

Board District: 7 | Region: East | Location Code: 8824

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 30 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	92	50.0%	11.4	Increased Significantly	Green	48.7%	Higher	81	42.0%	-8.0	Declined	Orange	45.7%	Lower	90	37.8%	-4.2	Declined	Orange	46.4%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	75	44.0%	-9.5	Declined	Orange	45.8%	Lower	79	41.8%	-2.2	Declined	Orange	49.1%	Lower

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	50.0%	0.0%	28.3%	21.7%	45.7%	2.3%	32.2%	18.3%
2024	EL	40.7%	1.2%	30.9%	27.2%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	42.7%	1.3%	30.7%	25.3%	41.6%	3.4%	28.5%	24.7%
2025	EL	36.7%	1.1%	33.3%	28.9%	44.6%	1.3%	35.5%	17.2%
2025	LTEL	40.5%	1.3%	26.6%	31.6%	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.

Alliance Patti And Peter Neuwirth Leadership Academy

Board District: 7 | Region: East | Location Code: 8824

CA School Dashboard: Academic Performance - College / Career

This report shows the percentage of current graduates who meet specific College/Career Indicator (CCI) "prepared" criteria for all student groups in grades 9-12. For the 2023 Dashboard, the CCI will report the most current year data or "status only". Therefore the CCI will have performance displayed using one of five Status levels that range between Very Low (lowest performance), Low, Medium, High, and Very High (highest performance). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

College / Career Academic Indicator (CCI) - CA School Dashboard Indicator																		
	Dashboard 2023					Dashboard 2024							Dashboard 2025					
Student Group	Students	CCI	Status Level	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State
All Students	137	55.5%	High	43.9%	Higher	133	70.7%	15.2	Increased	Blue	45.3%	Higher	149	83.2%	1.3	Maintained	Blue	51.7%	Higher
English Learner	25	12.0%	Low	15.3%	--	17	41.2%	29.2	Increased	--	17.2%	--	33	57.6%	-13.0	Declined	--	24.3%	Higher
Latino	135	55.6%	High	35.5%	Higher	133	70.7%	15.1	Increased	Blue	37.4%	Higher	147	83.7%	1.7	Maintained	Blue	45.1%	Higher
Long-Term English Learner	--	--	--	--	--	16	37.5%	25.5	Increased	--	16.5%	--	33	57.6%	-11.2	Declined	--	24.9%	Higher
Socioeconomically Disadvantaged	136	55.9%	High	35.4%	Higher	133	70.7%	14.8	Increased	Blue	37.4%	Higher	147	83.0%	1.0	Maintained	Blue	44.8%	Higher
Students with Disabilities	18	11.1%	Low	12.3%	--	12	16.7%	5.6	Increased	--	13.5%	--	18	50.0%	8.3	Increased	--	18.7%	--

Data Sources: California School Dashboard Research data files.

Alliance Patti And Peter Neuwirth Leadership Academy

Board District: 7 | Region: East | Location Code: 8824

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	621	1.0%	0.1	Maintained	Green	3.5%	Lower	606	1.8%	0.8	Increased	Orange	3.2%	Lower	614	2.3%	0.5	Increased	Orange	2.9%	Lower
English Learner	111	2.7%	-0.4	Declined	Green	3.7%	Lower	86	2.3%	-0.4	Declined	Green	3.4%	Lower	94	2.1%	-0.2	Maintained	Yellow	3.2%	Lower
Latino	608	1.0%	0.1	Maintained	Green	3.8%	Lower	591	1.9%	0.9	Increased	Orange	3.4%	Lower	597	2.0%	0.1	Maintained	Yellow	3.0%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	79	2.5%	-0.4	Declined	Green	8.1%	Lower	83	2.4%	-0.1	Maintained	Yellow	7.0%	Lower
Socioeconomically Disadvantaged	612	1.0%	0.1	Maintained	Green	4.5%	Lower	593	1.9%	0.9	Increased	Orange	4.0%	Lower	602	2.3%	0.5	Increased	Orange	3.6%	Lower
Students with Disabilities	70	2.9%	-0.1	Maintained	Yellow	5.9%	Lower	56	0.0%	-2.9	Declined	Blue	5.4%	Lower	61	3.3%	3.3	Increased	Orange	5.0%	Lower

Data Sources: California School Dashboard Research data files.

Alliance Patti And Peter Neuwirth Leadership Academy

Board District: 7 | Region: East | Location Code: 8824

CA School Dashboard: Graduation Rate Indicator

This report shows the combined four- and five-year graduation rate for comprehensive (or traditional) high schools and Dashboard Alternative School Status (DASS) schools for all student groups in grades 9-12. This rate is based on the number of high school students who graduate with a regular high school diploma in either four or five years. The 2025 Graduation Rate Indicator includes students from the most recent graduation cohort (Class of 2025) as well as students from the prior cohort (Class of 2024) who graduated in their fifth year of high school in 2023-25. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Graduation Rate Indicator - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State
All Students	141	97.2%	4.4	Increased	Blue	86.4%	Higher	135	96.3%	-0.9	Maintained	Blue	86.7%	Higher	150	99.3%	3.0	Increased	Blue	87.8%	Higher
English Learner	25	92.0%	4.0	Increased	--	73.5%	--	18	100.0%	8.0	Increased Significantly	--	77.9%	--	33	100.0%	0.0	Maintained	--	79.7%	Higher
Latino	138	97.1%	3.8	Increased	Blue	84.2%	Higher	135	96.3%	-0.8	Maintained	Blue	85.3%	Higher	148	99.3%	3.0	Increased	Blue	86.9%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	17	100.0%	8.0	Increased Significantly	--	80.8%	--	33	100.0%	0.0	Maintained	--	84.0%	Higher
Socioeconomically Disadvantaged	140	97.1%	4.4	Increased	Blue	83.7%	Higher	135	96.3%	-0.8	Maintained	Blue	84.4%	Higher	148	99.3%	3.0	Increased	Blue	86.2%	Higher
Students with Disabilities	19	94.7%	6.5	Increased Significantly	--	72.7%	--	13	100.0%	5.3	Increased Significantly	--	74.4%	--	18	100.0%	0.0	Maintained	--	77.1%	--

Data Sources: California School Dashboard Research data files.

Alliance Patti And Peter Neuwirth Leadership Academy

Board District: 7 | Region: East | Location Code: 8824

Local Indicators Report

Local Indicators - CA School Dashboard Indicator			
Priority	**2023 Dashboard**	**2024 Dashboard**	**2025 Dashboard**
Basic Services and Conditions (Priority 1)	Standard Met	Standard Met	Standard Met
Implementation of State Academic Standards (Priority 2)	Standard Met	Standard Met	Standard Met
Parent and Family Engagement (Priority 3)	Standard Met	Standard Met	Standard Met
School Climate (Priority 6)	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study (Priority 7)	Standard Met	Standard Met	Standard Met

Data Sources: California School Dashboard Local Indicators Research data files.

Alliance Patti And Peter Neuwirth Leadership Academy

Board District: 7 | Region: East | Location Code: 8824

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group									
	2023-2024			2024-2025			2025-2026		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	597	529,902	5,837,690	603	516,685	5,806,221	595	497,105	5,731,260
F/R Meal	96.8%	80.6%	61.6%	97.2%	81.9%	62.7%	97.8%	82.2%	62.4%
GATE	9.0%	11.6%	N/A	8.6%	13.0%	N/A	5.9%	14.1%	N/A
English Learner	14.2%	20.1%	18.4%	15.1%	18.6%	17.4%	12.8%	16.4%	16.2%
Foster Youth	0.2%	0.6%	0.5%	0.5%	0.5%	0.5%	0.0%	0.5%	0.5%
Homeless Youth	0.5%	2.1%	3.6%	0.5%	2.7%	4.0%	0.8%	2.4%	3.8%
Socioeconomically Disadvantaged	98.0%	81.3%	62.7%	98.2%	82.4%	63.6%	98.3%	82.7%	63.1%
Students w/ Disabilities	9.4%	14.8%	13.7%	10.1%	15.6%	14.2%	10.3%	16.4%	14.8%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%	0.3%	0.3%	0.8%
African American/Black	1.2%	7.3%	4.9%	1.2%	7.1%	4.9%	0.7%	7.2%	4.8%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.3%	3.4%	9.9%	0.2%	3.3%	10.1%	0.2%	3.3%	10.3%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%	0.0%	1.7%	2.2%
Latino	97.7%	73.8%	56.1%	97.5%	73.6%	56.1%	95.6%	72.9%	56.0%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%	0.0%	0.1%	0.4%
White	0.2%	9.8%	20.3%	0.2%	9.7%	20.0%	0.3%	9.7%	19.7%
Two or More Races	0.0%	2.0%	4.6%	0.2%	2.1%	4.8%	0.0%	2.2%	4.9%
Not Reported	0.7%	1.8%	1.1%	0.8%	2.2%	1.2%	3.2%	2.7%	1.3%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp

Alliance Patti And Peter Neuwirth Leadership Academy

Board District: 7 | Region: East | Location Code: 8824

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.

	2023-2024						2024-2025						2025-2026					
	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	55	11.0%	15,302	6.5%	211,186	10.6%	58	11.5%	13,052	5.9%	198,853	10.4%	47	9.4%	10,142	4.9%	174,300	9.5%
At-Risk 4-5 Years	4	0.8%	15,717	6.7%	136,188	6.8%	2	0.4%	11,406	5.2%	115,009	6.0%	4	0.8%	11,109	5.4%	113,143	6.2%
EL 0-3 Years	1	0.2%	60,574	25.7%	519,651	26.0%	5	1.0%	57,726	26.1%	516,862	26.9%	5	1.0%	48,131	23.5%	467,800	25.6%
EL 4+ Years & Not At-Risk or LTEL	25	5.0%	14,725	6.2%	207,768	10.4%	26	5.2%	13,775	6.2%	178,306	9.3%	20	4.0%	11,946	5.8%	170,621	9.3%
EL Total	85	17.0%	106,318	45.0%	1,074,793	53.8%	91	18.1%	95,959	43.3%	1,009,030	52.6%	76	15.2%	81,328	39.7%	925,864	50.7%
RFEP	416	83.0%	129,789	55.0%	924,422	46.2%	412	81.9%	125,465	56.7%	909,298	47.4%	423	84.8%	123,618	60.3%	900,560	49.3%
Total Ever EL	501	100.0%	236,107	100.0%	1,999,215	100.0%	503	100.0%	221,424	100.0%	1,918,328	100.0%	499	100.0%	204,946	100.0%	1,826,424	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesltel.asp

Alliance Patti And Peter Neuwirth Leadership Academy

Board District: 7 | Region: East | Location Code: 8824

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						2025-2026					
	School			Los Angeles Unified			School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	597			529,902			603			516,685			595			497,105		
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**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	56	100.0%	9.4%	78,319	100.0%	14.8%	61	100.0%	10.1%	80,505	100.0%	15.6%	61	100.0%	10.3%	81,470	100.0%	16.4%
High Incidence	46	82.1%	7.7%	52,153	66.6%	9.8%	50	82.0%	8.3%	52,412	65.1%	10.1%	52	85.2%	8.7%	51,757	63.5%	10.4%
Low Incidence	10	17.9%	1.7%	26,162	33.4%	4.9%	11	18.0%	1.8%	28,084	34.9%	5.4%	9	14.8%	1.5%	29,702	36.5%	6.0%
Autism	6	10.7%	1.0%	18,713	23.9%	3.5%	5	8.2%	0.8%	20,802	25.8%	4.0%	7	11.5%	1.2%	22,739	27.9%	4.6%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%	0	0.0%	0.0%	10	0.0%	0.0%
Deafness	1	1.8%	0.2%	188	0.2%	0.0%	1	1.6%	0.2%	178	0.2%	0.0%	0	0.0%	0.0%	172	0.2%	0.0%
Emotional Disturbance	2	3.6%	0.3%	1,148	1.5%	0.2%	4	6.6%	0.7%	1,082	1.3%	0.2%	2	3.3%	0.3%	964	1.2%	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%	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%	0	0.0%	0.0%	903	1.1%	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%	0	0.0%	0.0%	3,259	4.0%	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%	0	0.0%	0.0%	1,043	1.3%	0.2%
Other Health Impairment	14	25.0%	2.3%	10,930	14.0%	2.1%	14	23.0%	2.3%	11,596	14.4%	2.2%	11	18.0%	1.8%	12,092	14.8%	2.4%
Orthopedic Impairment	0	0.0%	0.0%	533	0.7%	0.1%	0	0.0%	0.0%	434	0.5%	0.1%	0	0.0%	0.0%	405	0.5%	0.1%
Specific Learning Disability	31	55.4%	5.2%	29,615	37.8%	5.6%	33	54.1%	5.5%	29,368	36.5%	5.7%	39	63.9%	6.6%	28,727	35.3%	5.8%
Speech or Language Impairment	1	1.8%	0.2%	11,608	14.8%	2.2%	3	4.9%	0.5%	11,448	14.2%	2.2%	2	3.3%	0.3%	10,938	13.4%	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%	0	0.0%	0.0%	59	0.1%	0.0%
Visual Impairment	1	1.8%	0.2%	185	0.2%	0.0%	1	1.6%	0.2%	175	0.2%	0.0%	0	0.0%	0.0%	158	0.2%	0.0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Attachment C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
ALLIANCE PATTI AND PETER NEUWIRTH LEADERSHIP ACADEMY
BOARD OF EDUCATION REPORT 073 – 26/27
October 13, 2026

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2027 until June 30, 2032 to serve up to 600 students in grades 9-12 in each year of the charter term.

II. Summary Description of Current District Practice:
Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:
The approval of this charter petition would renew the charter of Alliance Patti and Peter Neuwirth Leadership Academy for five (5) years beginning July 1, 2027 until June 30, 2032.

IV. Effects of This Proposal:
The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:
If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services. Student Integration Services provided feedback for the charter petition to ensure compliance.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:
Kristi Maar
Specialist
Charter Schools Division

APPROVED BY:
KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

File #: Rep-079-26/27, **Version:** 1 **Agenda Date:** 10/13/2026
In Control: Charter Schools Division

Approval of the Renewal Petition for Ánimo Pat Brown [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Ánimo Pat Brown) Recommends approval of the renewal petition for Ánimo Pat Brown, a Middle performing, Start-Up Independent charter school, located in Board District 7 and Region South, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 625 students in grades 9-12 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Ánimo Pat Brown ("Charter School"), a Start-Up Independent charter school, located in Board District 7 and Region South, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 625 students in grades 9-12 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
Ánimo Pat Brown is a 9-12 school currently serving 621 students on a private facility at 8205 Beach Street, Los Angeles, CA, 90001 in Board District 7 and Region South. Ánimo Pat Brown was originally approved by the LAUSD Board of Education on April 13, 2004. On September 25, 2018, the charter school was renewed for a five-year term to serve 625 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Ánimo Pat Brown expires June 30, 2027.

On July 16, 2026, Ánimo Pat Brown submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through October 14, 2026.

An initial Public Hearing was held on August 25, 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 Ánimo Pat Brown governing board members complete questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. Additionally, resumes and due diligence forms are requested from Ánimo Pat Brown's Lead Petitioner; Executive Director/Chief Executive Officer or equivalent; Principal or equivalent; Financial manager or equivalent; and Chief Financial Officer or

equivalent, as applicable. A confidential due diligence review of the charter school, the governing organization, and school's leaders, may be conducted by the Office of the Inspector General (OIG) as appropriate, and to the extent the OIG identifies any material concerns, 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 14 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, applicable policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms set forth in Charter School's renewal petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the renewal petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2027.
"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny

the renewal 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 renewal petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 079, 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's renewal petition.

Policy Implications:
All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact:
State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law, including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the

unspent special education funds of the previous fiscal year.

In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:
As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

Issues and Analysis:
If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:
Signature Page
Attachment A- Staff Assessment and Recommendation Report
Attachment B- Ánimo Pat Brown Data Set
Attachment C- Desegregation Impact Statement

Budget, Petition, CORE Data (if applicable), and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/10_pX6jfYDfPbB29IJYL_Iko6qmh4CUD4?usp=sharing>

Submitted:
9/17/26

RESPECTFULLY SUBMITTED,

ANDRÉS E. CHAIT
Superintendent of Schools

APPROVED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Division of Data, Strategy, and Innovation

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 079-26/27
October 13, 2026

School Name:	**Ánimo Pat Brown**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 14, 2026**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Green Dot Public Schools**		
Location Code:	**8504**		
Type of Site(s):	**Private**		
Site Address(es):	**8205 Beach Street, Los Angeles, CA 90001**		
Board District(s):	**7**	Region(s):	**South**
Grade Levels Served:	**9-12**	Current Enrollment:	**621**
Grade Levels Authorized in Current Charter:	**9-12**	Approved Enrollment in Current Charter:	**625**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2026 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval for a five (5)-year term (2027-2032)**		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Ánimo Pat Brown ("Charter School"), located in Board District 7 and Region South, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 625 students in grades 9-12 in each year of the charter term.

II. RENEWAL REQUIREMENTS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 14 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
  These criteria have been determined not to be bases for denial.

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)
  These criteria have been determined not to be bases for denial.

Charter Petition Requirement:
In accordance with Education Code section 47611.5, a charter school charter shall contain a declaration regarding whether or not the charter school shall be deemed the exclusive public school employer of the employees at the charter school for the purposes of Section 3540.1 of the Government Code, and that declaration shall not be materially inconsistent with the charter.

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?
  This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	Ánimo Pat Brown
Initial Authorization:	On April 13, 2004, Ánimo Pat Brown (formerly named Animo Downtown Charter High School) was authorized by the LAUSD Board of Education to serve 530 students in grades 9-12.
Most Recent Renewal:	The charter was renewed on September 25, 2018, for a five-year term (July 1, 2019 - June 30, 2024) to serve up to 625 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Ánimo Pat Brown expires June 30, 2027.

	Ánimo Pat Brown
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Ánimo Pat Brown submitted its renewal petition application on July 16, 2026. The 90-day statutory timeline for Board action on the petition runs through October 14, 2026.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Ánimo Pat Brown implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Ánimo Pat Brown participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Ánimo Pat Brown is operated by Green Dot Public Schools (GDPS), a California nonprofit public benefit corporation that also operates 12 other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

A. Summary

Ánimo Pat Brown has been identified by the state as a Middle performing charter school. The recommendation for renewal considers the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard ("Dashboard"), and whether there was clear and convincing verified data evidence showing the charter school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School's Dashboard performance was higher than the state in English Language Arts (ELA), Science, and College and Career Indicator (CCI), but lower in Math and English Learner Progress Indicator (ELPI). The charter school submitted verified data. The recommendation of approval is based on a holistic review of the charter school, including performing higher than the state for the majority of applicable academic indicators.

Please see the Ánimo Pat Brown data set.

a. 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.

Ánimo Pat Brown Dashboard Indicators

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
Dashboard 2023	Yellow	Red	Not Applicable	Orange	Medium	Not Applicable	Blue	Green
Dashboard 2024	Green	Yellow	No Performance Color	Red	Green	Not Applicable	Blue	Blue
Dashboard 2025	Blue	Yellow	Green	Not Applicable	Green	Not Applicable	Blue	Blue

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

b. English Language Arts Indicator

In 2023 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was higher than the state for All Students, and for two of three numerically significant student groups. In 2024 and 2025 in ELA, the charter school's DFS was higher than the state for All Students and for all numerically significant student groups.

Ánimo Pat Brown - English Language Arts Indicator - 2023 Dashboard

Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**139**	**-2.9**	**-13.6**	**Higher**
Latino	100%	138	-2.5	-40.2	Higher
English Learner	100%	30	-87.4	-67.7	Lower
Socioeconomically Disadvantaged	100%	138	-2.3	-42.6	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Ánimo Pat Brown - English Language Arts Indicator - 2024 Dashboard

Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**145**	**13.6**	**-13.2**	**Higher**
Latino	100%	142	13.1	-39.3	Higher
Socioeconomically Disadvantaged	100%	142	12.1	-40.9	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Ánimo Pat Brown - English Language Arts Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**139**	**30.9**	**-8.1**	**Higher**
Latino	99%	137	31.5	-33.7	Higher
Socioeconomically Disadvantaged	99%	134	30.5	-35.3	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

c. Math Indicator

In 2023 and 2024 in Math, the charter school's DFS was lower than the state for All Students and all numerically significant student groups. In 2025 in Math, the charter school's DFS was lower than the state for All Students, and higher than the state for all numerically significant student groups.

In order to continue to improve student outcomes in Math, charter school leaders report implementing scheduled classroom walk-throughs which are followed by collaborative coaching sessions to support the entire Math department by providing meaningful feedback and strategies to improve student learning. In addition, all 11th grade students participate in a college readiness program that gives them an additional lesson every two weeks focused on foundational math skills.

Ánimo Pat Brown - Mathematics Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**98%**	**136**	**-117.0**	**-49.1**	**Lower**
Latino	98%	135	-116.7	-80.8	Lower
Socioeconomically Disadvantaged	98%	135	-116.0	-80.8	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Ánimo Pat Brown - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**145**	**-100.1**	**-47.6**	**Lower**
Latino	100%	142	-101.7	-79.2	Lower
Socioeconomically Disadvantaged	100%	142	-100.6	-78.2	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Ánimo Pat Brown - Mathematics Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**139**	**-70.7**	**-42.4**	**Lower**
Latino	99%	137	-69.3	-73.6	Higher
Socioeconomically Disadvantaged	99%	134	-71.0	-72.9	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

d. Science Indicator

In 2024 and 2025 in Science, the charter school's Science Points (SPs) were higher than the state for All Students and all numerically significant student groups.

Ánimo Pat Brown - Science Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**100%**	**145**	**54.1**	**51.2**	**Higher**
Latino	100%	142	53.9	45.4	Higher
Socioeconomically Disadvantaged	100%	142	54.0	45.6	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Ánimo Pat Brown - Science Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**100%**	**138**	**58.3**	**52.6**	**Higher**
Latino	100%	136	58.4	47.1	Higher
Socioeconomically Disadvantaged	100%	133	58.1	47.1	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

e. English Learner Progress Indicator

In 2023 on the English Learner Progress Indicator (ELPI), the charter school's English Learner Progress Rate was higher than the state. In 2024 on the ELPI, the charter school's English Learner Progress Rate was lower than the state. In 2025, ELPI Indicator did not have numerically significant data.

Ánimo Pat Brown - English Learner Progress Indicator - 2023 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	55	54.5%	48.7%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Ánimo Pat Brown - English Learner Progress Indicator - 2024 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	34	41.2%	45.7%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

f. College/Career Indicator

In 2023, the charter school's percentage of high school graduates prepared for college or a career was higher than the state for All Students and for two of three numerically significant student groups. In 2024 and 2025 the charter school's percentage of high school graduates prepared for college or a career was higher than the state for All Students and for all numerically significant student groups.

Ánimo Pat Brown - College/Career Indicator - 2023 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**142**	**44.4%**	**43.9%**	**Higher**
Latino	141	44.0%	35.5%	Higher
English Learner	34	11.8%	15.3%	Lower
Socioeconomically Disadvantaged	139	44.6%	35.4%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Ánimo Pat Brown - College/Career Indicator - 2024 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**142**	**54.2%**	**45.3%**	**Higher**
Latino	139	54.7%	37.4%	Higher
Homeless	37	62.2%	21.8%	Higher
Socioeconomically Disadvantaged	142	54.2%	37.4%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Ánimo Pat Brown - College/Career Indicator - 2025 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**141**	**67.4%**	**51.7%**	**Higher**
Latino	138	67.4%	45.1%	Higher

Ánimo Pat Brown - College/Career Indicator - 2023 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
Socioeconomically Disadvantaged	141	67.4%	44.8%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

g. Chronic Absenteeism Indicator
Not applicable

h. Graduation Rate Indicator [HS only]
In 2023, 2024, and 2025, the charter school's percentage of graduated students was higher than the state for All Students and for all numerically significant student groups. Ánimo Pat Brown's students must earn a minimum of 240 credits with a grade of "D" or better to graduate from high school.

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., Basics: 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
Ánimo Pat Brown's teachers are represented by the Asociación de Maestros Unidos, an affiliate of the California Teachers Association (CTA). Classified staff are represented by Ánimo Classified Employees Association, a CTA affiliate collective bargaining unit.

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

In accordance with Education Code section 47604.32, the District's Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for Ánimo Pat Brown's outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

VI. VERIFIED DATA

Charter schools satisfying the Middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school's achieved measurable increases in academic achievement, or strong postsecondary outcomes for the timeframe specified in law. (Ed. Code, § 47607.2(b)(3).)

Ánimo Pat Brown provided verified data as part of its renewal application. The verified data was considered by staff. Ultimately, the school's performance on the California Dashboard informed the District's recommendation for approval.

VII. SUPPLEMENTAL INFORMATION

The California Department of Education (CDE) specified that, "The CORE growth model was not adopted by the California State Board of Education (SBE) as verified data."[1] The CDE further specified that, "CAASPP reported data can only be used in a manner consistent with the data reported on the CAASPP website and Dashboard. CAASPP data, and methodologies for analyzing CAASPP data (e.g., CORE Student Growth Percentiles) that are mutually agreed upon by the chartering authority and charter school, may be used to supplement Dashboard results. However, CAASPP data may not be used to dispute the Dashboard results."[2]

Charter School signed an agreement with LAUSD to submit CORE. Charter School submitted CORE Student Growth Percentiles to be used to supplement Dashboard results which was considered as part of the renewal analysis.

[1] https://www.cde.ca.gov/sp/ch/verifdatafaqs.asp#can-core-data-be-used-as-verified-data-updated-06-jun-2023
[2] https://www.cde.ca.gov/sp/ch/verifdatacrit.asp

VIII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Ánimo Pat Brown's ending net assets are positive and have been upward trending since the 2021-2022 fiscal year.

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Ending Net Assets	$7,381,126	$7,633,604	$7,863,222	$7,865,358	$7,915,358
Net Income/Loss	$772,209	$252,478	$229,618	$2,136	$50,000
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment	628	613	605	618	621

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.

Green Dot Public Schools					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Ending Net Assets	Net Income / (Loss)	Ending Net Assets	Net Income / (Loss)
18[1]	14[1]	$107,545,561	($7,879,195)[2]	$21,729,959	($1,726,477)[2]

[1] Aside from the fourteen (14) LAUSD-authorized GDPS charter schools, GDPS operates four (4) additional Southern California schools: Ánimo Leadership Charter High (authorized by Lennox School District), Ánimo Inglewood Charter High (authorized by Inglewood Unified School District), Ánimo City of Champions Charter High (authorized by Los Angeles County Office of Education), and Ánimo Compton Charter Middle (authorized by Compton Unified School District).

On April 24, 2026, the GDPS Board voted to self-close Ánimo Venice Charter High, effective June 30, 2026, citing the school's enrollment challenges and its negative financial condition. Additionally, on March 10, 2026, the LAUSD Board denied Alain Leroy Locke College

Preparatory Academy's renewal petition. In addition, on May 12, 2026, the LAUSD Board of Education approved the material revision for Extera Public School No. 2 to join GDPS, such that GDPS would govern, operate, and manage Extera Public School No. 2. As such, there are currently 13 GDPS charter schools in School Year 2026-2027 that are operational and authorized by LAUSD.

[2] According to GDPS, the net loss of approximately $7.9 million (including related parties and charter schools) or $1.7 million (excluding related parties and charter schools) was primarily due to school site losses of $4.3 million driven by lower-than expected revenue from enrollment and ADA declines for certain Green Dot charter schools. These declines were exacerbated by FY 2024-2025 fires, protests, and ICE-related activities, as well as planned deficits following the exhaustion of Elementary and Secondary School Emergency Relief (ESSER) funds. GDPS further stated that its Home Office posted a planned $1.7 million loss attributable to reduced revenue and lower management fees, and an additional $2.0 million resulted from a one-time write-off of a canceled facility project at one of its charter schools. Notwithstanding the net losses, the GDPS organization reported positive ending net assets of approximately $107.5 million, including its related parties and charter schools, and approximately $21.7 million, excluding its related parties and charter schools, as of June 30, 2025.

Animo Pat Brown

Board District: 7 | Region: South | Location Code: 8504

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	139	-2.9	12.6	Increased	Yellow	-13.6	Higher	100%	145	13.6	16.5	Increased Significantly	Green	-13.2	Higher	99%	139	30.9	17.3	Increased Significantly	Blue	-8.1	Higher
English Learner	100%	30	-87.4	30.8	Increased Significantly	Orange	-67.7	Lower	100%	23	-98.3	-10.9	Declined	--	-67.6	--	100%	26	-51.0	47.4	Increased Significantly	--	-59.9	--
Latino	100%	138	-2.5	12.3	Increased	Yellow	-40.2	Higher	100%	142	13.1	15.6	Increased Significantly	Green	-39.3	Higher	99%	137	31.5	18.4	Increased Significantly	Blue	-33.7	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	100%	13	-112.0	-0.7	Maintained	--	-109.6	--	100%	7	*	*	*	*	-104.5	*
Socioeconomically Disadvantaged	100%	138	-2.3	13.1	Increased	Yellow	-42.6	Higher	100%	142	12.1	14.4	Increased	Green	-40.9	Higher	99%	134	30.5	18.4	Increased Significantly	Blue	-35.3	Higher
Students with Disabilities	100%	17	-139.5	-0.2	Maintained	--	-96.3	--	100%	21	-92.7	46.8	Increased Significantly	--	-95.6	--	100%	21	-43.9	48.8	Increased Significantly	--	-89.4	--

Data Sources: California School Dashboard Research data files.

Animo Pat Brown

Board District: 7 | Region: South | Location Code: 8504

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	136	-117.0	-2.7	Maintained	Red	-49.1	Lower	100%	145	-100.1	16.8	Increased Significantly	Yellow	-47.6	Lower	99%	139	-70.7	29.4	Increased Significantly	Yellow	-42.4	Lower
English Learner	93%	29	-189.7	7.0	Increased	--	-93.4	--	100%	23	-188.7	1.1	Maintained	--	-93.4	--	100%	26	-137.5	51.2	Increased Significantly	--	-86.1	--
Latino	98%	135	-116.7	-2.4	Maintained	Red	-80.8	Lower	100%	142	-101.7	15.0	Increased Significantly	Yellow	-79.2	Lower	99%	137	-69.3	32.4	Increased Significantly	Yellow	-73.6	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	100%	13	-197.3	10.1	Increased	--	-163.5	--	100%	7	*	*	*	*	-158.9	*
Socioeconomically Disadvantaged	98%	135	-116.0	-2.5	Maintained	Red	-80.8	Lower	100%	142	-100.6	15.4	Increased Significantly	Yellow	-78.2	Lower	99%	134	-71.0	29.6	Increased Significantly	Yellow	-72.9	Higher
Students with Disabilities	100%	17	-217.6	-2.4	Maintained	--	-127.3	--	100%	21	-184.0	33.6	Increased Significantly	--	-124.3	--	100%	21	-155.8	28.2	Increased Significantly	--	-120.7	--

Data Sources: California School Dashboard Research data files.

Animo Pat Brown

Board District: 7 | Region: South | Location Code: 8504

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														
	Dashboard 2024						Dashboard 2025							
Student Group	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%	145	54.1	--	51.2	Higher	100%	138	58.3	4.2	Increased	Green	52.6	Higher
English Learner	100%	23	39.1	--	39.0	--	100%	26	46.2	7.1	Increased Significantly	--	41.1	--
Latino	100%	142	53.9	--	45.4	Higher	100%	136	58.4	4.5	Increased	Green	47.1	Higher
Long-Term English Learner	100%	13	40.5	--	32.8	--	100%	7	*	*	*	*	34.0	*
Socioeconomically Disadvantaged	100%	142	54.0	--	45.6	Higher	100%	133	58.1	4.1	Increased	Green	47.1	Higher
Students with Disabilities	100%	21	38.1	--	36.7	--	100%	21	44.9	6.8	Increased Significantly	--	38.3	--

Data Sources: California School Dashboard Research data files.

Animo Pat Brown

Board District: 7 | Region: South | Location Code: 8504

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 30 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	55	54.5%	-17.7	Declined Significantly	Orange	48.7%	Higher	34	41.2%	-13.4	Declined Significantly	Red	45.7%	Lower	25	44.0%	2.8	Increased	--	46.4%	--
Long-Term English Learner	--	--	--	--	--	--	--	30	43.3%	-11.6	Declined Significantly	Red	45.8%	Lower	18	33.3%	-10.0	Declined	--	49.1%	--

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	54.5%	0%	29.1%	16.4%	45.7%	2.3%	32.2%	18.3%
2024	EL	41.2%	0%	41.2%	17.6%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	43.3%	0%	40.0%	16.7%	41.6%	3.4%	28.5%	24.7%
2025	EL	44.0%	0%	40.0%	16.0%	44.6%	1.3%	35.5%	17.2%
2025	LTEL	33.3%	0%	50.0%	16.7%	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.

Animo Pat Brown

Board District: 7 | Region: South | Location Code: 8504

CA School Dashboard: Academic Performance - College / Career

This report shows the percentage of current graduates who meet specific College/Career Indicator (CCI) "prepared" criteria for all student groups in grades 9-12. For the 2023 Dashboard, the CCI will report the most current year data or "status only". Therefore the CCI will have performance displayed using one of five Status levels that range between Very Low (lowest performance), Low, Medium, High, and Very High (highest performance). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

College / Career Academic Indicator (CCI) - CA School Dashboard Indicator																			
	Dashboard 2023					Dashboard 2024							Dashboard 2025						
Student Group	Students	CCI	Status Level	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State
All Students	142	44.4%	Medium	43.9%	Higher	142	54.2%	9.9	Increased	Green	45.3%	Higher	141	67.4%	2.6	Increased	Green	51.7%	Higher
English Learner	34	11.8%	Low	15.3%	Lower	27	22.2%	10.5	Increased	--	17.2%	--	23	39.1%	5.8	Increased	--	24.3%	--
Homeless Youth	4	*	*	20.4%	*	37	62.2%	0.0	--	--	21.8%	Higher	24	79.2%	14.3	Increased	--	26.5%	--
Latino	141	44.0%	Medium	35.5%	Higher	139	54.7%	10.7	Increased	Green	37.4%	Higher	138	67.4%	1.9	Maintained	Green	45.1%	Higher
Long-Term English Learner	--	--	--	--	--	25	16.0%	9.8	Increased	--	16.5%	--	23	39.1%	11.1	Increased	--	24.9%	--
Socioeconomically Disadvantaged	139	44.6%	Medium	35.4%	Higher	142	54.2%	9.6	Increased	Green	37.4%	Higher	141	67.4%	2.6	Increased	Green	44.8%	Higher
Students with Disabilities	24	4.2%	Very Low	12.3%	--	18	0.0%	-4.2	Declined	--	13.5%	--	19	21.1%	4.4	Increased	--	18.7%	--

Data Sources: California School Dashboard Research data files.

Animo Pat Brown

Board District: 7 | Region: South | Location Code: 8504

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																							
	Dashboard 2023							Dashboard 2024							Dashboard 2025								
Student Group	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	634	0.3%	0.3	Increased	Green	3.5%	Lower	613	0.0%	-0.3	Declined	Blue	3.2%	Lower	623	0.2%	0.2	Maintained	Blue	2.9%	Lower		
English Learner	95	0.0%	0.0	Maintained	Blue	3.7%	Lower	55	0.0%	0.0	Maintained	Blue	3.4%	Lower	45	0.0%	0.0	Maintained	Blue	3.2%	Lower		
Homeless Youth	27	0.0%	0.0	Maintained	--	6.5%	--	24	0.0%	0.0	Maintained	--	5.7%	--	21	0.0%	0.0	Maintained	--	5.1%	--		
Latino	626	0.3%	0.3	Increased	Green	3.8%	Lower	604	0.0%	-0.3	Declined	Blue	3.4%	Lower	615	0.2%	0.2	Maintained	Blue	3.0%	Lower		
Long-Term English Learner	--	--	--	--	--	--	--	51	0.0%	0.0	Maintained	Blue	8.1%	Lower	36	0.0%	0.0	Maintained	Blue	7.0%	Lower		
Socioeconomically Disadvantaged	622	0.3%	0.3	Increased	Green	4.5%	Lower	598	0.0%	-0.3	Declined	Blue	4.0%	Lower	610	0.2%	0.2	Maintained	Blue	3.6%	Lower		
Students with Disabilities	82	0.0%	0.0	Maintained	Blue	5.9%	Lower	79	0.0%	0.0	Maintained	Blue	5.4%	Lower	87	0.0%	0.0	Maintained	Blue	5.0%	Lower		

Data Sources: California School Dashboard Research data files.

Animo Pat Brown

Board District: 7 | Region: South | Location Code: 8504

CA School Dashboard: Graduation Rate Indicator

This report shows the combined four- and five-year graduation rate for comprehensive (or traditional) high schools and Dashboard Alternative School Status (DASS) schools for all student groups in grades 9-12. This rate is based on the number of high school students who graduate with a regular high school diploma in either four or five years. The 2025 Graduation Rate Indicator includes students from the most recent graduation cohort (Class of 2025) as well as students from the prior cohort (Class of 2024) who graduated in their fifth year of high school in 2023-25. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Graduation Rate Indicator - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State
All Students	142	98.6%	0.6	Maintained	Blue	86.4%	Higher	142	97.9%	-0.7	Maintained	Blue	86.7%	Higher	141	99.3%	1.4	Increased	Blue	87.8%	Higher
English Learner	34	100.0%	6.3	Increased Significantly	Blue	73.5%	Higher	27	92.6%	-7.4	Declined Significantly	--	77.9%	--	23	95.7%	3.1	Increased	--	79.7%	--
Homeless Youth	4	*	*	*	*	73.7%	*	37	94.6%	--	--	--	75.7%	Higher	24	100.0%	5.4	Increased Significantly	--	77.1%	--
Latino	141	98.6%	0.6	Maintained	Blue	84.2%	Higher	139	98.6%	0.0	Maintained	Blue	85.3%	Higher	138	99.3%	0.7	Maintained	Blue	86.9%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	25	92.0%	-8.0	Declined Significantly	--	80.8%	--	23	95.7%	3.7	Increased	--	84.0%	--
Socioeconomically Disadvantaged	139	98.6%	0.5	Maintained	Blue	83.7%	Higher	142	97.9%	-0.7	Maintained	Blue	84.4%	Higher	141	99.3%	1.4	Increased	Blue	86.2%	Higher
Students with Disabilities	24	100.0%	0.0	Maintained	--	72.7%	--	18	94.4%	-5.6	Declined Significantly	--	74.4%	--	19	100.0%	5.6	Increased Significantly	--	77.1%	--

Data Sources: California School Dashboard Research data files.

Animo Pat Brown

Board District: 7 | Region: South | Location Code: 8504

Local Indicators Report

Local Indicators - CA School Dashboard Indicator			
Priority	**2023 Dashboard**	**2024 Dashboard**	**2025 Dashboard**
Basic Services and Conditions (Priority 1)	Standard Met	Standard Met	Standard Met
Implementation of State Academic Standards (Priority 2)	Standard Met	Standard Met	Standard Met
Parent and Family Engagement (Priority 3)	Standard Met	Standard Met	Standard Met
School Climate (Priority 6)	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study (Priority 7)	Standard Met	Standard Met	Standard Met

Data Sources: California School Dashboard Local Indicators Research data files.

Animo Pat Brown

Board District: 7 | Region: South | Location Code: 8504

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group									
	2023-2024			2024-2025			2025-2026		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	602	529,902	5,837,690	617	516,685	5,806,221	620	497,105	5,731,260
F/R Meal	96.3%	80.6%	61.6%	96.8%	81.9%	62.7%	95.2%	82.2%	62.4%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A	0.0%	14.1%	N/A
English Learner	7.5%	20.1%	18.4%	6.2%	18.6%	17.4%	6.5%	16.4%	16.2%
Foster Youth	0.2%	0.6%	0.5%	0.2%	0.5%	0.5%	0.2%	0.5%	0.5%
Homeless Youth	3.2%	2.1%	3.6%	2.9%	2.7%	4.0%	2.1%	2.4%	3.8%
Socioeconomically Disadvantaged	97.7%	81.3%	62.7%	98.1%	82.4%	63.6%	95.6%	82.7%	63.1%
Students w/ Disabilities	11.1%	14.8%	13.7%	13.9%	15.6%	14.2%	14.0%	16.4%	14.8%
Migrant Youth	0.2%	0.2%	0.8%	0.2%	0.2%	0.8%	0.2%	0.3%	0.8%
African American/Black	0.5%	7.3%	4.9%	0.5%	7.1%	4.9%	0.6%	7.2%	4.8%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.0%	3.4%	9.9%	0.0%	3.3%	10.1%	0.0%	3.3%	10.3%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%	0.0%	1.7%	2.2%
Latino	98.3%	73.8%	56.1%	98.7%	73.6%	56.1%	97.6%	72.9%	56.0%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%	0.0%	0.1%	0.4%
White	1.2%	9.8%	20.3%	0.6%	9.7%	20.0%	1.8%	9.7%	19.7%
Two or More Races	0.0%	2.0%	4.6%	0.0%	2.1%	4.8%	0.0%	2.2%	4.9%
Not Reported	0.0%	1.8%	1.1%	0.2%	2.2%	1.2%	0.0%	2.7%	1.3%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp

Animo Pat Brown

Board District: 7 | Region: South | Location Code: 8504

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.

	2023-2024						2024-2025						2025-2026					
	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	30	6.4%	15,302	6.5%	211,186	10.6%	24	5.1%	13,052	5.9%	198,853	10.4%	20	4.4%	10,142	4.9%	174,300	9.5%
At-Risk 4-5 Years	0	0.0%	15,717	6.7%	136,188	6.8%	0	0.0%	11,406	5.2%	115,009	6.0%	4	0.9%	11,109	5.4%	113,143	6.2%
EL 0-3 Years	3	0.6%	60,574	25.7%	519,651	26.0%	7	1.5%	57,726	26.1%	516,862	26.9%	6	1.3%	48,131	23.5%	467,800	25.6%
EL 4+ Years & Not At-Risk or LTEL	12	2.5%	14,725	6.2%	207,768	10.4%	7	1.5%	13,775	6.2%	178,306	9.3%	10	2.2%	11,946	5.8%	170,621	9.3%
EL Total	45	9.5%	106,318	45.0%	1,074,793	53.8%	38	8.1%	95,959	43.3%	1,009,030	52.6%	40	8.8%	81,328	39.7%	925,864	50.7%
RFEP	427	90.5%	129,789	55.0%	924,422	46.2%	430	91.9%	125,465	56.7%	909,298	47.4%	413	91.2%	123,618	60.3%	900,560	49.3%
Total Ever EL	472	100.0%	236,107	100.0%	1,999,215	100.0%	468	100.0%	221,424	100.0%	1,918,328	100.0%	453	100.0%	204,946	100.0%	1,826,424	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesltel.asp

Animo Pat Brown

Board District: 7 | Region: South | Location Code: 8504

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						2025-2026					
	School			Los Angeles Unified			School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	602			529,902			617			516,685			620			497,105		
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**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	67	100.0%	11.1%	78,319	100.0%	14.8%	86	100.0%	13.9%	80,505	100.0%	15.6%	87	100.0%	14.0%	81,470	100.0%	16.4%
High Incidence	47	70.1%	7.8%	52,153	66.6%	9.8%	62	72.1%	10.0%	52,412	65.1%	10.1%	64	73.6%	10.3%	51,757	63.5%	10.4%
Low Incidence	20	29.9%	3.3%	26,162	33.4%	4.9%	24	27.9%	3.9%	28,084	34.9%	5.4%	23	26.4%	3.7%	29,702	36.5%	6.0%
Autism	10	14.9%	1.7%	18,713	23.9%	3.5%	14	16.3%	2.3%	20,802	25.8%	4.0%	14	16.1%	2.3%	22,739	27.9%	4.6%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%	0	0.0%	0.0%	10	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%	0	0.0%	0.0%	172	0.2%	0.0%
Emotional Disturbance	0	0.0%	0.0%	1,148	1.5%	0.2%	1	1.2%	0.2%	1,082	1.3%	0.2%	1	1.1%	0.2%	964	1.2%	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%	0	0.0%	0.0%	1	0.0%	0.0%
Hard of Hearing	3	4.5%	0.5%	971	1.2%	0.2%	2	2.3%	0.3%	931	1.2%	0.2%	1	1.1%	0.2%	903	1.1%	0.2%
Intellectual Disability	5	7.5%	0.8%	3,393	4.3%	0.6%	5	5.8%	0.8%	3,381	4.2%	0.7%	6	6.9%	1.0%	3,259	4.0%	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%	0	0.0%	0.0%	1,043	1.3%	0.2%
Other Health Impairment	10	14.9%	1.7%	10,930	14.0%	2.1%	16	18.6%	2.6%	11,596	14.4%	2.2%	19	21.8%	3.1%	12,092	14.8%	2.4%
Orthopedic Impairment	2	3.0%	0.3%	533	0.7%	0.1%	2	2.3%	0.3%	434	0.5%	0.1%	1	1.1%	0.2%	405	0.5%	0.1%
Specific Learning Disability	35	52.2%	5.8%	29,615	37.8%	5.6%	44	51.2%	7.1%	29,368	36.5%	5.7%	44	50.6%	7.1%	28,727	35.3%	5.8%
Speech or Language Impairment	2	3.0%	0.3%	11,608	14.8%	2.2%	2	2.3%	0.3%	11,448	14.2%	2.2%	1	1.1%	0.2%	10,938	13.4%	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%	0	0.0%	0.0%	59	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%	0	0.0%	0.0%	158	0.2%	0.0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Attachment C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
ÁNIMO PAT BROWN
BOARD OF EDUCATION REPORT 079 – 26/27
October 13, 2026

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2027 until June 30, 2032 to serve up to 625 students in grades 9-12 in each year of the charter term.

II. Summary Description of Current District Practice:
Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:
The approval of this charter petition would renew the charter of Ánimo Pat Brown for five (5) years beginning July 1, 2027 until June 30, 2032.

IV. Effects of This Proposal:
The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:
If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services. Student Integration Services provided feedback for the charter petition to ensure compliance.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:
Imelda Phillips
IMELDA P. PHILLIPS, Ed.D.
Specialist
Charter Schools Division

APPROVED BY:
KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

File #: Rep-082-26/27, **Version:** 1 **Agenda Date:** 10/13/2026
In Control: Charter Schools Division

Approval of the Renewal Petition for Ánimo Watts College Preparatory Academy [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Ánimo Watts College Preparatory Academy) Recommends approval of the renewal petition for Ánimo Watts College Preparatory Academy, a Middle performing, Start-Up Independent charter school, located in Board District 7 and Region South, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 575 students in grades 9-12 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Ánimo Watts College Preparatory Academy ("Charter School"), a Start-Up Independent charter school, located in Board District 7 and Region South, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 575 students in grades 9-12 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
Ánimo Watts College Preparatory Academy is a 9-12 school currently serving 554 students on a private facility at 12628 Avalon Blvd., Los Angeles, CA, 90061 in Board District 7 and Region South. Ánimo Watts College Preparatory Academy was originally approved by the LAUSD Board of Education on March 7, 2006. On December 8, 2020, the charter school was renewed for a five-year term to serve 575 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Ánimo Watts College Preparatory Academy expires June 30, 2027.

On July 16, 2026, Ánimo Watts College Preparatory Academy submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through October 14, 2026.

An initial Public Hearing was held on August 25, 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 Ánimo Watts College Preparatory Academy governing board members complete questionnaires so the

District may assess whether any conflicts of interest arise based on the information provided. Additionally, resumes and due diligence forms are requested from Ánimo Watts College Preparatory Academy's Lead Petitioner; Executive Director/Chief Executive Officer or equivalent; Principal or equivalent; Financial manager or equivalent; and Chief Financial Officer or equivalent, as applicable. A confidential due diligence review of the charter school, the governing organization, and school's leaders, may be conducted by the Office of the Inspector General (OIG) as appropriate, and to the extent the OIG identifies any material concerns, 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 14 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, applicable policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms set forth in Charter School's renewal petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the renewal petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2027.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal 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 renewal petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 082, 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's renewal petition.

Policy Implications:
All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact:
State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law, including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support

the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:
As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

Issues and Analysis:
If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:
Signature Page
Attachment A- Staff Assessment and Recommendation Report
Attachment B- Ánimo Watts College Preparatory Academy Data Set
Attachment C- Desegregation Impact Statement

Budget, Petition, CORE Data (if applicable), and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/11sawerKOvLA4gpNEiz2DsatPOMlTGzSE?usp=sharing>

Submitted:
9/17/26

RESPECTFULLY SUBMITTED,

ANDRÉS E. CHAIT
Superintendent of Schools

APPROVED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Division of Data, Strategy, and Innovation

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 082-26/27
October 13, 2026

School Name:	**Ánimo Watts College Preparatory Academy**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 14, 2026**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Green Dot Public Schools**		
Location Code:	**8822**		
Type of Site(s):	**Private**		
Site Address(es):	**12628 Avalon Blvd., Los Angeles, CA 90061**		
Board District(s):	**7**	Region(s):	**South**
Grade Levels Served:	**9-12**	Current Enrollment:	**554**
Grade Levels Authorized in Current Charter:	**9-12**	Approved Enrollment in Current Charter:	**575**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2026 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval for a five (5)-year term (2027-2032)**		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Ánimo Watts College Preparatory Academy ("Ánimo Watts" or "Charter School"), located in Board District 7 and Region South, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 575 students in grades 9-12 in each year of the charter term.

II. RENEWAL REQUIREMENTS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 14 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
  These criteria have been determined not to be bases for denial.

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)
  These criteria have been determined not to be bases for denial.

Charter Petition Requirement:
In accordance with Education Code section 47611.5, a charter school charter shall contain a declaration regarding whether or not the charter school shall be deemed the exclusive public school employer of the employees at the charter school for the purposes of Section 3540.1 of the Government Code, and that declaration shall not be materially inconsistent with the charter.

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?
  This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	Ánimo Watts College Preparatory Academy
Initial Authorization:	On March 7, 2006, Ánimo Watts College Preparatory Academy (formerly named Ánimo Jefferson Charter High School No. 6) was authorized by the LAUSD Board of Education to serve 525 students in grades 9-12.
Most Recent Renewal:	The charter was renewed on December 8, 2020, for a five-year term (July 1, 2021 - June 30, 2026) to serve up to 575 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one

	Ánimo Watts College Preparatory Academy
Most Recent Renewal (Cont.):	additional year. Thus, by operation of law, the charter term for Ánimo Watts expires June 30, 2027.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	On December 8, 2020, as part of the school's most recent renewal, the LAUSD Board of Education issued the following academic benchmarks to Ánimo Watts: 1. The school will achieve Increased or Increased Significantly in Change Level schoolwide on the California School Dashboard's Math Indicator over the term of the charter with the goal of achieving a Status level that is the same or higher than the applicable state levels by the time the charter is presented for renewal. The school's annual progress will be reviewed at the Annual Performance-Based Oversight Visit by the District. 2. The school will achieve Increased or Increased Significantly in Change Level for its numerically significant subgroups on the California School Dashboard's Math Indicator over the term of the charter with the goal of achieving a Status level that is the same or higher than the applicable state levels by the time the charter is presented for renewal. The school's annual progress will be reviewed at the Annual Performance-Based Oversight Visit by the District. Please see the "Additional Information" section below.
Submission of Renewal Petition Application:	Ánimo Watts submitted its renewal petition application on July 16, 2026. The 90-day statutory timeline for Board action on the petition runs through October 14, 2026.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Ánimo Watts implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Ánimo Watts participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Ánimo Watts is operated by Green Dot Public Schools (GDPS), a California nonprofit public benefit corporation that also operates 12 other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

A. Summary

Ánimo Watts has been identified by the state as a Middle performing charter school. The recommendation for renewal considers the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard ("Dashboard"), and whether there was clear and convincing verified data evidence showing the charter school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School's Dashboard performance was higher than the state in English Language Arts (ELA), Science, English Learner Progress Indicator (ELPI), and College and Career Indicator (CCI), but lower in Math. The charter school submitted verified data. The recommendation of approval is based on a holistic review of the charter school, including performing higher than the state for the majority of applicable academic indicators.

Please see the Ánimo Watts College Preparatory Academy data set.

a. 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.

Ánimo Watts College Preparatory Academy Dashboard Indicators

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
Dashboard 2023	Green	Red	Not Applicable	Yellow	Medium	Not Applicable	Blue	Green
Dashboard 2024	Green	Yellow	No Performance Color	Red	Green	Not Applicable	Blue	Blue
Dashboard 2025	Yellow	Yellow	Green	Blue	Blue	Not Applicable	Blue	Blue

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

b. English Language Arts Indicator

In 2023, 2024, and 2025 in ELA, the charter school's DFS was higher than the state for All Students and for all numerically significant student groups.

Ánimo Watts College Preparatory Academy - English Language Arts Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**118**	**6.6**	**-13.6**	**Higher**
Latino	100%	106	8.7	-40.2	Higher
Socioeconomically Disadvantaged	100%	115	5.4	-42.6	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Ánimo Watts College Preparatory Academy - English Language Arts Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**124**	**28.2**	**-13.2**	**Higher**
Latino	100%	119	26.9	-39.3	Higher
English Learner	100%	34	-35.0	-67.6	Higher
Socioeconomically Disadvantaged	100%	116	24.6	-40.9	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Ánimo Watts College Preparatory Academy - English Language Arts Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**129**	**26.5**	**-8.1**	**Higher**
Latino	100%	114	32.6	-33.7	Higher
English Learner	100%	34	-45.7	-59.9	Higher
Socioeconomically Disadvantaged	100%	121	26.7	-35.3	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

c. Math Indicator

In 2023, 2024, and 2025 in Math, the charter school's DFS was lower than the state for All Students and for all numerically significant student groups.

In order to continue to improve student outcomes in Math, charter school leaders report providing students with additional Math support during advisory period. In addition, Ánimo Watts provides targeted support based on diagnostic assessments for students who need further practice to meet grade level standards.

Ánimo Watts College Preparatory Academy - Mathematics Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**117**	**-126.4**	**-49.1**	**Lower**
Latino	99%	105	-122.9	-80.8	Lower
Socioeconomically Disadvantaged	99%	114	-125.9	-80.8	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Ánimo Watts College Preparatory Academy - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**124**	**-100.5**	**-47.6**	**Lower**
Latino	100%	119	-100.6	-79.2	Lower
English Learner	100%	34	-160.4	-93.4	Lower
Socioeconomically Disadvantaged	100%	116	-105.9	-78.2	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Ánimo Watts College Preparatory Academy - Mathematics Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**129**	**-89.2**	**-42.4**	**Lower**
Latino	100%	114	-81.4	-73.6	Lower
English Learner	100%	34	-150.0	-86.1	Lower
Socioeconomically Disadvantaged	100%	121	-86.2	-72.9	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

d. Science Indicator

In 2024 and 2025 in Science, the charter school's Science Points (SPs) were higher than the state for All Students and for all numerically significant student groups.

Ánimo Watts College Preparatory Academy - Science Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**100%**	**124**	**55.2**	**51.2**	**Higher**
Latino	100%	119	54.9	45.4	Higher
English Learner	100%	34	44.5	39.0	Higher
Socioeconomically Disadvantaged	100%	116	54.4	45.6	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Ánimo **Watts College Preparatory Academy - Science Indicator - 2025 Dashboard**					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**100%**	**130**	**56.1**	**52.6**	**Higher**
Latino	100%	115	57.2	47.1	Higher
English Learner	100%	35	45.5	41.1	Higher
Socioeconomically Disadvantaged	100%	122	56.2	47.1	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

e. English Learner Progress Indicator

In 2023 and 2025 on the English Learner Progress Indicator (ELPI), the charter school's English Learner Progress Rate was higher than the state. In 2024 on the ELPI, the charter school's English Learner Progress Rate was lower than the state.

Ánimo Watts College Preparatory Academy - English Learner Progress Indicator - 2023 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	73	50.7%	48.7%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Ánimo Watts College Preparatory Academy - English Learner Progress Indicator - 2024 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	62	30.6%	45.7%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Ánimo Watts College Preparatory Academy - English Learner Progress Indicator - 2025 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	48	60.4%	46.4%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

f. College/Career Indicator

In 2023, 2024, and 2025, the charter school's percentage of high school graduates prepared for college or a career was higher than the state for All Students and for all numerically significant student groups.

Ánimo Watts College Preparatory Academy - College/Career Indicator - 2023 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**130**	**49.2%**	**43.9%**	**Higher**
Latino	121	51.2%	35.5%	Higher
Socioeconomically Disadvantaged	125	48.8%	35.4%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Ánimo Watts College Preparatory Academy - College/Career Indicator - 2024 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**116**	**55.2%**	**45.3%**	**Higher**
Latino	103	58.3%	37.4%	Higher
Socioeconomically Disadvantaged	115	55.7%	37.4%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Ánimo Watts College Preparatory Academy - College/Career Indicator - 2025 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**126**	**84.1%**	**51.7%**	**Higher**
Latino	118	86.4%	45.1%	Higher
Homeless	31	93.5%	26.5%	Higher
Socioeconomically Disadvantaged	124	83.9%	44.8%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

g. Chronic Absenteeism Indicator

Not applicable

h. Graduation Rate Indicator [HS only]

In 2023, 2024, and 2025, the charter school's percentage of graduated students was higher than the state for All Students and for all numerically significant student groups. Ánimo Watts College Preparatory Academy's students must earn a minimum of 240 credits with a grade of "D" or better to graduate from high school.

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., Basics: 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

As noted above, Ánimo Watts has benchmarks related to academics in its current term. The following summarizes the outcomes of each benchmark for each of the five years (2021-2022 through 2025-2026) of the current charter term.

Note: Annual benchmark status updates as reported for the years in the tables below are based on available data from the previous school year (i.e., 2021-2022 benchmark status is based on 2020-2021 data). As CAASPP testing data are 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 2021-2022 in the tables below. Additionally, the state did not issue Performance Level (color) in 2021-2022 due to a single year of available assessment data.

Benchmark 1: *The school will achieve Increased or Increased Significantly in Change Level schoolwide on the California School Dashboard's Math Indicator over the term of the charter with the goal of achieving a Status level that is the same or higher than the applicable state levels by the time the charter is presented for renewal. The school's annual progress will be reviewed at the Annual Performance-Based Oversight Visit by the District.*

Term Years	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Benchmark	No Update	No Update	Not Met	Met	Not Met

Benchmark 1 was met in one year and not met in two years. There was No Update for two years due to lack of California Dashboard data regarding Change Level.

Benchmark 2*: The school will achieve Increased or Increased Significantly in Change Level for its numerically significant subgroups on the California School Dashboard's Math Indicator over the term of the charter with the goal of achieving a Status level that is the same or higher than the applicable state levels by the time the charter is presented for renewal. The school's annual progress will be reviewed at the Annual Performance-Based Oversight Visit by the District.*

Term Years	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Benchmark	No Update	No Update	Not Met	Met	Not Met

Benchmark 2 was met in one year and not met in two years. There was No Update for two years due to lack of California Dashboard data regarding Change Level.

Ánimo Watts College Preparatory Academy's teachers are represented by the Asociación de Maestros Unidos, an affiliate of the California Teachers Association (CTA). Classified staff are represented by Ánimo Classified Employees Association, a CTA affiliate collective bargaining unit.

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

In accordance with Education Code section 47604.32, the District's Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for Ánimo Watts College Preparatory Academy's outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

VI. VERIFIED DATA

Charter schools satisfying the Middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school's achieved measurable increases in

academic achievement, or strong postsecondary outcomes for the timeframe specified in law. (Ed. Code, § 47607.2(b)(3).)

Ánimo Watts provided verified data as part of its renewal application. The verified data was considered by staff, Ultimately, the school's performance on the California Dashboard informed the District's recommendation for approval.

VII. SUPPLEMENTAL INFORMATION

The California Department of Education (CDE) specified that, "The CORE growth model was not adopted by the California State Board of Education (SBE) as verified data."[1] The CDE further specified that, "CAASPP reported data can only be used in a manner consistent with the data reported on the CAASPP website and Dashboard. CAASPP data, and methodologies for analyzing CAASPP data (e.g., CORE Student Growth Percentiles) that are mutually agreed upon by the chartering authority and charter school, may be used to supplement Dashboard results. However, CAASPP data may not be used to dispute the Dashboard results."[2]

Charter School signed an agreement with LAUSD to submit CORE. Charter School submitted CORE Student Growth Percentiles to be used to supplement Dashboard results which was considered as part of the renewal analysis.

VIII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Ánimo Watts' ending net assets are positive and have been upward trending since the 2021-2022 fiscal year.

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Ending Net Assets	$7,744,859	$7,860,153	$7,911,064	$7,912,148	$7,962,148
Net Income/Loss	$851,989	$115,294	$50,911	$1,084	$50,000
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment	583	576	547	545	554

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

[1] https://www.cde.ca.gov/sp/ch/verifdatafaqs.asp#can-core-data-be-used-as-verified-data-updated-06-jun-2023
[2] https://www.cde.ca.gov/sp/ch/verifdatacrit.asp

c. Other Significant Fiscal Information

The financial condition of the charter operator is summarized in the table below.

Green Dot Public Schools					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Ending Net Assets	Net Income / (Loss)	Ending Net Assets	Net Income / (Loss)
18[1]	14[1]	$107,545,561	($7,879,195)[2]	$21,729,959	($1,726,477)[2]

[1]Aside from the fourteen (14) LAUSD-authorized GDPS charter schools, GDPS operates four (4) additional Southern California schools: Ánimo Leadership Charter High (authorized by Lennox School District), Ánimo Inglewood Charter High (authorized by Inglewood Unified School District), Ánimo City of Champions Charter High (authorized by Los Angeles County Office of Education) and Ánimo Compton Charter Middle (authorized by Compton Unified School District).

On April 24, 2026, GDPS Board voted to self-close Ánimo Venice Charter High, effective June 30, 2026, citing the school's enrollment challenges and its negative financial condition.
Additionally, on March 10, 2026, the LAUSD Board denied Alain Leroy Locke College Preparatory Academy's renewal petition. In addition, on May 12, 2026, the LAUSD Board of Education approved the material revision for Extera Public School No. 2 to join GDPS, such that GDPS would govern, operate, and manage Extera Public School No. 2. As such, there are currently 13 GDPS charter schools in School Year 2026-2027 that are operational and authorized by LAUSD.

[2] According to GDPS, the net loss of approximately $7.9 million (including related parties and charter schools) or $1.7 million (excluding related parties and charter schools) was primary due to school site losses of $4.3 million driven by lower-than expected revenue from enrollment and ADA declines for certain Green Dot charter schools. These declines were exacerbated by FY 2024-2025 fires, protests, and ICE-related activities, as well as planned deficits following the exhaustion of Elementary and Secondary School Emergency Relief (ESSER) funds. The GDPS further stated that its Home Office posted a planned $1.7 million loss attributable to reduced revenue and lower management fees, and an additional $2.0 million resulted from a one-time write-off of a canceled facility project at one of its charter schools. Notwithstanding the net losses, the GDPS organization reported positive ending net assets of approximately $107.5 million, including its related parties and charter schools, and approximately $21.7 million, excluding its related parties and charter schools, as of June 30, 2025.

Animo Watts College Preparatory Academy

Board District: 7 | Region: South | Location Code: 8822

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	118	6.6	26.0	Increased Significantly	Green	-13.6	Higher	100%	124	28.2	21.6	Increased Significantly	Green	-13.2	Higher	100%	129	26.5	-1.7	Maintained	Yellow	-8.1	Higher
African American/Black	100%	11	-2.6	--	--	--	-59.6	--	100%	4	*	*	*	*	-58.9	*	100%	10	*	*	*	*	-51.3	*
English Learner	100%	26	-66.8	45.4	Increased Significantly	--	-67.7	--	100%	34	-35.0	31.8	Increased Significantly	--	-67.6	Higher	100%	34	-45.7	-10.7	Declined	Red	-59.9	Higher
Latino	100%	106	8.7	20.1	Increased Significantly	Green	-40.2	Higher	100%	119	26.9	18.2	Increased Significantly	Green	-39.3	Higher	100%	114	32.6	5.7	Increased	Green	-33.7	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	100%	13	-55.2	44.9	Increased Significantly	--	-109.6	--	100%	20	-62.0	-6.7	Declined	--	-104.5	--
Socioeconomically Disadvantaged	100%	115	5.4	25.5	Increased Significantly	Green	-42.6	Higher	100%	116	24.6	19.2	Increased Significantly	Green	-40.9	Higher	100%	121	26.7	2.1	Maintained	Yellow	-35.3	Higher
Students with Disabilities	100%	15	-85.7	77.6	Increased Significantly	--	-96.3	--	100%	24	-60.4	25.4	Increased Significantly	--	-95.6	--	100%	23	-74.3	-13.9	Declined	--	-89.4	--

Data Sources: California School Dashboard Research data files.

Animo Watts College Preparatory Academy

Board District: 7 | Region: South | Location Code: 8822

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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	99%	117	-126.4	-2.5	Maintained	Red	-49.1	Lower	100%	124	-100.5	26.0	Increased Significantly	Yellow	-47.6	Lower	100%	129	-89.2	11.2	Increased	Yellow	-42.4	Lower
African American/Black	100%	11	-158.1	--	--	--	-104.5	--	100%	4	*	*	*	*	-102.2	*	100%	10	*	*	*	*	-95.8	*
English Learner	100%	26	-173.1	20.4	Increased Significantly	--	-93.4	--	100%	34	-160.4	12.7	Increased	--	-93.4	Lower	100%	34	-150.0	10.4	Increased	Orange	-86.1	Lower
Latino	99%	105	-122.9	-2.4	Maintained	Red	-80.8	Lower	100%	119	-100.6	22.3	Increased Significantly	Yellow	-79.2	Lower	100%	114	-81.4	19.2	Increased Significantly	Yellow	-73.6	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	100%	13	-214.5	-14.8	Declined	--	-163.5	--	100%	20	-153.3	61.2	Increased Significantly	--	-158.9	--
Socioeconomically Disadvantaged	99%	114	-125.9	-1.5	Maintained	Red	-80.8	Lower	100%	116	-105.9	20.0	Increased Significantly	Yellow	-78.2	Lower	100%	121	-86.2	19.7	Increased Significantly	Yellow	-72.9	Lower
Students with Disabilities	100%	15	-242.5	-3.4	Declined	--	-127.3	--	100%	24	-180.0	62.4	Increased Significantly	--	-124.3	--	100%	23	-182.9	-2.9	Maintained	--	-120.7	--

Data Sources: California School Dashboard Research data files.

Animo Watts College Preparatory Academy

Board District: 7 | Region: South | Location Code: 8822

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														
	Dashboard 2024						Dashboard 2025							
Student Group	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%	124	55.2	--	51.2	Higher	100%	130	56.1	1.0	Maintained	Green	52.6	Higher
English Learner	100%	34	44.5	--	39.0	Higher	100%	35	45.5	1.0	Maintained	Yellow	41.1	Higher
Latino	100%	119	54.9	--	45.4	Higher	100%	115	57.2	2.4	Increased	Green	47.1	Higher
Long-Term English Learner	100%	13	38.3	--	32.8	--	100%	21	40.6	2.3	Increased	--	34.0	--
Socioeconomically Disadvantaged	100%	116	54.4	--	45.6	Higher	100%	122	56.2	1.8	Maintained	Green	47.1	Higher
Students with Disabilities	100%	24	40.8	--	36.7	--	100%	24	42.6	1.9	Maintained	--	38.3	--

Data Sources: California School Dashboard Research data files.

Animo Watts College Preparatory Academy

Board District: 7 | Region: South | Location Code: 8822

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 30 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	73	50.7%	0.7	Maintained	Yellow	48.7%	Higher	62	30.6%	-20.0	Declined Significantly	Red	45.7%	Lower	48	60.4%	29.8	Increased Significantly	Blue	46.4%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	58	31.0%	-20.4	Declined Significantly	Red	45.8%	Lower	40	67.5%	36.5	Increased Significantly	Blue	49.1%	Higher

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	50.7%	0%	31.5%	17.8%	45.7%	2.3%	32.2%	18.3%
2024	EL	30.6%	0%	38.7%	30.6%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	31.0%	0%	39.7%	29.3%	41.6%	3.4%	28.5%	24.7%
2025	EL	60.4%	0%	22.9%	16.7%	44.6%	1.3%	35.5%	17.2%
2025	LTEL	67.5%	0%	12.5%	20.0%	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.

Animo Watts College Preparatory Academy

Board District: 7 | Region: South | Location Code: 8822

CA School Dashboard: Academic Performance - College / Career

This report shows the percentage of current graduates who meet specific College/Career Indicator (CCI) “prepared” criteria for all student groups in grades 9-12. For the 2023 Dashboard, the CCI will report the most current year data or “status only”. Therefore the CCI will have performance displayed using one of five Status levels that range between Very Low (lowest performance), Low, Medium, High, and Very High (highest performance). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with '‘–” means that data is not currently available. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

College / Career Academic Indicator (CCI) - CA School Dashboard Indicator																			
	Dashboard 2023					Dashboard 2024							Dashboard 2025						
Student Group	Students	CCI	Status Level	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State
All Students	130	49.2%	Medium	43.9%	Higher	116	55.2%	5.9	Increased	Green	45.3%	Higher	126	84.1%	7.4	Increased	Blue	51.7%	Higher
African American/Black	8	*	*	25.1%	*	11	27.3%	0.0	--	--	28.1%	--	7	*	*	*	*	35.7%	*
English Learner	22	18.2%	Low	15.3%	--	26	30.8%	12.6	Increased	--	17.2%	--	26	84.6%	19.2	Increased	--	24.3%	--
Homeless Youth	7	*	*	20.4%	*	9	*	*	*	*	21.8%	*	31	93.5%	0.0	--	--	26.5%	Higher
Latino	121	51.2%	Medium	35.5%	Higher	103	58.3%	7.0	Increased	Green	37.4%	Higher	118	86.4%	6.8	Increased	Blue	45.1%	Higher
Long-Term English Learner	--	--	--	--	--	26	30.8%	12.6	Increased	--	16.5%	--	24	83.3%	17.9	Increased	--	24.9%	--
Socioeconomically Disadvantaged	125	48.8%	Medium	35.4%	Higher	115	55.7%	6.9	Increased	Green	37.4%	Higher	124	83.9%	7.3	Increased	Blue	44.8%	Higher
Students with Disabilities	17	5.9%	Very Low	12.3%	--	15	0.0%	-5.9	Declined	--	13.5%	--	24	62.5%	29.2	Increased	--	18.7%	--

Data Sources: California School Dashboard Research data files.

Animo Watts College Preparatory Academy

Board District: 7 | Region: South | Location Code: 8822

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																						
	Dashboard 2023							Dashboard 2024							Dashboard 2025							
Student Group	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	581	0.7%	-0.1	Maintained	Green	3.5%	Lower	560	0.0%	-0.7	Declined	Blue	3.2%	Lower	562	0.2%	0.2	Maintained	Blue	2.9%	Lower	
African American/Black	44	2.3%	-3.3	Declined	Green	8.8%	Lower	51	0.0%	-2.3	Declined	Blue	8.4%	Lower	59	0.0%	0.0	Maintained	Blue	7.7%	Lower	
English Learner	90	1.1%	0.1	Maintained	Green	3.7%	Lower	76	0.0%	-1.1	Declined	Blue	3.4%	Lower	73	0.0%	0.0	Maintained	Blue	3.2%	Lower	
Homeless Youth	21	0.0%	0.0	Maintained	--	6.5%	--	14	0.0%	0.0	Maintained	--	5.7%	--	12	0.0%	0.0	Maintained	--	5.1%	--	
Latino	527	0.6%	0.2	Maintained	Green	3.8%	Lower	496	0.0%	-0.6	Declined	Blue	3.4%	Lower	492	0.0%	0.0	Maintained	Blue	3.0%	Lower	
Long-Term English Learner	--	--	--	--	--	--	--	69	0.0%	-1.1	Declined	Blue	8.1%	Lower	63	0.0%	0.0	Maintained	Blue	7.0%	Lower	
Socioeconomically Disadvantaged	559	0.5%	-0.3	Declined	Blue	4.5%	Lower	527	0.0%	-0.5	Declined	Blue	4.0%	Lower	525	0.2%	0.2	Maintained	Blue	3.6%	Lower	
Students with Disabilities	85	2.4%	-2.6	Declined	Green	5.9%	Lower	97	0.0%	-2.4	Declined	Blue	5.4%	Lower	92	0.0%	0.0	Maintained	Blue	5.0%	Lower	

Data Sources: California School Dashboard Research data files.

Animo Watts College Preparatory Academy

Board District: 7 | Region: South | Location Code: 8822

CA School Dashboard: Graduation Rate Indicator

This report shows the combined four- and five-year graduation rate for comprehensive (or traditional) high schools and Dashboard Alternative School Status (DASS) schools for all student groups in grades 9-12. This rate is based on the number of high school students who graduate with a regular high school diploma in either four or five years. The 2025 Graduation Rate Indicator includes students from the most recent graduation cohort (Class of 2025) as well as students from the prior cohort (Class of 2024) who graduated in their fifth year of high school in 2023-25. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Graduation Rate Indicator - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State
All Students	134	96.3%	13.8	Increased Significantly	Blue	86.4%	Higher	116	98.3%	2.0	Increased	Blue	86.7%	Higher	127	98.4%	0.1	Maintained	Blue	87.8%	Higher
African American/Black	9	*	*	*	*	78.5%	*	11	100.0%	--	--	--	79.1%	--	7	*	*	*	*	82.6%	*
English Learner	24	91.7%	14.4	Increased Significantly	--	73.5%	--	26	92.3%	0.6	Maintained	--	77.9%	--	27	100.0%	7.7	Increased Significantly	--	79.7%	--
Homeless Youth	7	*	*	*	*	73.7%	*	9	*	*	*	*	75.7%	*	31	100.0%	--	--	--	77.1%	Higher
Latino	124	96.8%	14.0	Increased Significantly	Blue	84.2%	Higher	103	98.1%	1.3	Increased	Blue	85.3%	Higher	119	99.2%	1.1	Increased	Blue	86.9%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	26	92.3%	0.6	Maintained	--	80.8%	--	25	100.0%	7.7	Increased Significantly	--	84.0%	--
Socioeconomically Disadvantaged	129	96.1%	13.9	Increased Significantly	Blue	83.7%	Higher	115	98.3%	2.1	Increased	Blue	84.4%	Higher	125	98.4%	0.1	Maintained	Blue	86.2%	Higher
Students with Disabilities	18	88.9%	0.7	Maintained	--	72.7%	--	15	93.3%	4.4	Increased	--	74.4%	--	25	96.0%	2.7	Increased	--	77.1%	--

Data Sources: California School Dashboard Research data files.

Animo Watts College Preparatory Academy

Board District: 7 | Region: South | Location Code: 8822

Local Indicators Report

Local Indicators - CA School Dashboard Indicator			
Priority	**2023 Dashboard**	**2024 Dashboard**	**2025 Dashboard**
Basic Services and Conditions (Priority 1)	Standard Met	Standard Met	Standard Met
Implementation of State Academic Standards (Priority 2)	Standard Met	Standard Met	Standard Met
Parent and Family Engagement (Priority 3)	Standard Met	Standard Met	Standard Met
School Climate (Priority 6)	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study (Priority 7)	Standard Met	Standard Met	Standard Met

Data Sources: California School Dashboard Local Indicators Research data files.

Animo Watts College Preparatory Academy

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Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group									
	2023-2024			2024-2025			2025-2026		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	541	529,902	5,837,690	546	516,685	5,806,221	550	497,105	5,731,260
F/R Meal	92.6%	80.6%	61.6%	92.5%	81.9%	62.7%	92.4%	82.2%	62.4%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A	0.0%	14.1%	N/A
English Learner	13.1%	20.1%	18.4%	12.1%	18.6%	17.4%	10.4%	16.4%	16.2%
Foster Youth	0.0%	0.6%	0.5%	0.0%	0.5%	0.5%	0.4%	0.5%	0.5%
Homeless Youth	2.8%	2.1%	3.6%	1.3%	2.7%	4.0%	1.8%	2.4%	3.8%
Socioeconomically Disadvantaged	94.5%	81.3%	62.7%	94.3%	82.4%	63.6%	93.6%	82.7%	63.1%
Students w/ Disabilities	16.8%	14.8%	13.7%	16.8%	15.6%	14.2%	15.8%	16.4%	14.8%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%	0.0%	0.3%	0.8%
African American/Black	8.9%	7.3%	4.9%	10.1%	7.1%	4.9%	13.1%	7.2%	4.8%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.0%	3.4%	9.9%	0.2%	3.3%	10.1%	0.0%	3.3%	10.3%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%	0.0%	1.7%	2.2%
Latino	88.9%	73.8%	56.1%	86.3%	73.6%	56.1%	85.3%	72.9%	56.0%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.2%	0.2%	0.4%	0.0%	0.1%	0.4%
White	1.3%	9.8%	20.3%	0.5%	9.7%	20.0%	0.9%	9.7%	19.7%
Two or More Races	0.9%	2.0%	4.6%	0.7%	2.1%	4.8%	0.7%	2.2%	4.9%
Not Reported	0.0%	1.8%	1.1%	2.0%	2.2%	1.2%	0.0%	2.7%	1.3%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp

Animo Watts College Preparatory Academy

Board District: 7 | Region: South | Location Code: 8822

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.

	2023-2024						2024-2025						2025-2026					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	44	11.7%	15,302	6.5%	211,186	10.6%	41	11.8%	13,052	5.9%	198,853	10.4%	28	8.9%	10,142	4.9%	174,300	9.5%
At-Risk 4-5 Years	3	0.8%	15,717	6.7%	136,188	6.8%	2	0.6%	11,406	5.2%	115,009	6.0%	1	0.3%	11,109	5.4%	113,143	6.2%
EL 0-3 Years	4	1.1%	60,574	25.7%	519,651	26.0%	5	1.4%	57,726	26.1%	516,862	26.9%	7	2.2%	48,131	23.5%	467,800	25.6%
EL 4+ Years & Not At-Risk or LTEL	20	5.3%	14,725	6.2%	207,768	10.4%	18	5.2%	13,775	6.2%	178,306	9.3%	21	6.7%	11,946	5.8%	170,621	9.3%
EL Total	71	18.9%	106,318	45.0%	1,074,793	53.8%	66	19.0%	95,959	43.3%	1,009,030	52.6%	57	18.1%	81,328	39.7%	925,864	50.7%
RFEP	305	81.1%	129,789	55.0%	924,422	46.2%	281	81.0%	125,465	56.7%	909,298	47.4%	258	81.9%	123,618	60.3%	900,560	49.3%
Total Ever EL	376	100.0%	236,107	100.0%	1,999,215	100.0%	347	100.0%	221,424	100.0%	1,918,328	100.0%	315	100.0%	204,946	100.0%	1,826,424	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesltel.asp

Animo Watts College Preparatory Academy

Board District: 7 | Region: South | Location Code: 8822

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						2025-2026					
	School			Los Angeles Unified			School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	541			529,902			546			516,685			550			497,105		
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**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	90	100.0%	16.6%	78,319	100.0%	14.8%	92	100.0%	16.8%	80,505	100.0%	15.6%	87	100.0%	15.8%	81,470	100.0%	16.4%
High Incidence	73	81.1%	13.5%	52,153	66.6%	9.8%	74	80.4%	13.6%	52,412	65.1%	10.1%	67	77.0%	12.2%	51,757	63.5%	10.4%
Low Incidence	17	18.9%	3.1%	26,162	33.4%	4.9%	18	19.6%	3.3%	28,084	34.9%	5.4%	20	23.0%	3.6%	29,702	36.5%	6.0%
Autism	16	17.8%	3.0%	18,713	23.9%	3.5%	17	18.5%	3.1%	20,802	25.8%	4.0%	15	17.2%	2.7%	22,739	27.9%	4.6%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%	0	0.0%	0.0%	10	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%	0	0.0%	0.0%	172	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%	1	1.1%	0.2%	964	1.2%	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%	0	0.0%	0.0%	1	0.0%	0.0%
Hard of Hearing	1	1.1%	0.2%	971	1.2%	0.2%	1	1.1%	0.2%	931	1.2%	0.2%	4	4.6%	0.7%	903	1.1%	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%	0	0.0%	0.0%	3,259	4.0%	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%	0	0.0%	0.0%	1,043	1.3%	0.2%
Other Health Impairment	21	23.3%	3.9%	10,930	14.0%	2.1%	24	26.1%	4.4%	11,596	14.4%	2.2%	23	26.4%	4.2%	12,092	14.8%	2.4%
Orthopedic Impairment	0	0.0%	0.0%	533	0.7%	0.1%	0	0.0%	0.0%	434	0.5%	0.1%	0	0.0%	0.0%	405	0.5%	0.1%
Specific Learning Disability	52	57.8%	9.6%	29,615	37.8%	5.6%	48	52.2%	8.8%	29,368	36.5%	5.7%	41	47.1%	7.5%	28,727	35.3%	5.8%
Speech or Language Impairment	0	0.0%	0.0%	11,608	14.8%	2.2%	2	2.2%	0.4%	11,448	14.2%	2.2%	3	3.4%	0.5%	10,938	13.4%	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%	0	0.0%	0.0%	59	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%	0	0.0%	0.0%	158	0.2%	0.0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Attachment C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
ÁNIMO WATTS COLLEGE PREPARATORY ACADEMY
BOARD OF EDUCATION REPORT 082 – 26/27
October 13, 2026

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2027 until June 30, 2032 to serve up to 575 students in grades 9-12 in each year of the charter term.

II. Summary Description of Current District Practice:
Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:
The approval of this charter petition would renew the charter of Ánimo Watts College Preparatory Academy for five (5) years beginning July 1, 2027 until June 30, 2032.

IV. Effects of This Proposal:
The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:
If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services. Student Integration Services provided feedback for the charter petition to ensure compliance.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

Imelda Phillips

IMELDA P. PHILLIPS, Ed.D.
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

File #: Rep-102-26/27, **Version:** 1 **Agenda Date:** 10/13/2026
In Control: Charter Schools Division

Approval of the Renewal Petition for Synergy Quantum Academy
[PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Synergy Quantum Academy) Recommends approval of the renewal petition for Synergy Quantum Academy, a Middle performing, Start-Up Independent charter school, with a benchmark in the area of academics (English Learner Progress Indicator), located in Board District 7 and Region East, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 583 students in grades 9-12 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Synergy Quantum Academy ("Charter School"), a Start-Up Independent charter school, with a benchmark in the area of academics (English Learner Progress Indicator), located in Board District 7 and Region East, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 583 students in grades 9-12 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
Synergy Quantum Academy is a 9-12 school currently serving 569 students on a District site, Dr. Maya Angelou Community High School, through Public School Choice at 300 E. 53rd Street, Los Angeles, CA, 90011 in Board District 7 and Region East. Synergy Quantum Academy was originally approved by the LAUSD Board of Education on February 1, 2011. On November 24, 2020, the charter school was renewed for a five-year term to serve 583 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Synergy Quantum Academy expires June 30, 2027.

On July 15, 2026, Synergy Quantum Academy submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through October 13, 2026.

An initial Public Hearing was held on August 25, 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 Synergy Quantum Academy governing board members complete questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. Additionally, resumes and due diligence forms are requested from Synergy Quantum Academy's Lead Petitioner; Executive Director/Chief Executive Officer or equivalent; Principal or equivalent; Financial manager or equivalent; and Chief Financial Officer or equivalent, as applicable. A confidential due diligence review of the charter school, the governing organization, and school's leaders, may be conducted by the Office of the Inspector General (OIG) as appropriate, and to the extent the OIG identifies any material concerns, 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 14 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, applicable policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms set forth in Charter School's renewal petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the renewal petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2027.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal 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 renewal 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. 102, 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's 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 Charter School has chosen to remain with a non-LAUSD Special Education Local Planning Area (SELPA) of which it is currently a participating member. Should Charter School subsequently elect to be part of the LAUSD SELPA, any Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the Charter School and the District. The Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:
As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

Issues and Analysis:
If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:
Signature Page
Attachment A- Staff Assessment and Recommendation Report
Attachment B- Synergy Quantum Academy Data Set
Attachment C- Desegregation Impact Statement

Budget, Petition, CORE Data (if applicable), and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1TX-VtuTHc-Dtjer2f8dOU6haSwKHykpO?usp=sharing>

Submitted:
09/17/26

RESPECTFULLY SUBMITTED,

ANDRÉS E. CHAIT
Superintendent of Schools

APPROVED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Division of Data, Strategy, and Innovation

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

Attachment A

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 102-26/27
October 13, 2026

School Name:	**Synergy Quantum Academy**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 13, 2026**
Type of Charter School:	**Start-Up Independent Charter School Public School Choice (PSC)**		
Charter Operator	**Synergy Academies**		
Location Code:	**7692**		
Type of Site(s):	**District - Public School Choice (Dr. Maya Angelou Community High Campus)**		
Site Address(es):	**300 E. 53rd Street, Los Angeles, CA 90011**		
Board District(s):	**7**	Region(s):	**East**
Grade Levels Served:	**9-12**	Current Enrollment:	**569**
Grade Levels Authorized in Current Charter:	**9-12**	Approved Enrollment in Current Charter:	**583**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2026 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval with a benchmark for a five (5)-year term (2027-2032)**		
PROPOSED BENCHMARKS:	The following benchmark is proposed for Synergy Quantum Academy for the 2027-2032 charter term: In each year of the charter term, the charter school shall demonstrate progress on the English Learner Progress Indicator (ELPI) as reported on the California School Dashboard by making progress towards English language proficiency by achieving an Increased or Increased Significantly from the prior year as measured by Change Level; or by achieving a percentage of students that are making progress towards English language proficiency that is equal to or higher than the state percentage of students that are making progress. As part of ongoing oversight, the District will review the charter school's performance at its annual oversight visit to determine any appropriate actions, including consideration of the school's progress upon submission of a renewal petition at the end of the term of the charter.		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Synergy Quantum Academy ("Charter School"), with a benchmark in the area of academics, located in Board District 7 and Region East, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 583 students in grades 9-12 in each year of the charter term.

II. RENEWAL REQUIREMENTS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 14 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
  These criteria have been determined not to be bases for denial.

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)
  These criteria have been determined not to be bases for denial.

Charter Petition Requirement:

In accordance with Education Code section 47611.5, a charter school charter shall contain a declaration regarding whether or not the charter school shall be deemed the exclusive public school employer of the employees at the charter school for the purposes of Section 3540.1 of the Government Code, and that declaration shall not be materially inconsistent with the charter.

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?
  This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	Synergy Quantum Academy
Initial Authorization:	On February 1, 2011, Synergy Quantum Academy was authorized by the LAUSD Board of Education to serve 720 students in grades 9-12.
Most Recent Renewal:	The charter was renewed on November 24, 2020, for a five-year term (July 1, 2021 - June 30, 2026) to serve up to 583 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Synergy Quantum Academy expires June 30, 2027.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	On November 24, 2020, as part of the school's most recent renewal, the LAUSD Board of Education issued the following academic benchmark to Synergy Quantum Academy: The school will achieve Increased or Increased Significantly in Change Level schoolwide on the California School Dashboard Math Indicator over the term of the charter with the goal of achieving a Status level that is the same or higher than the applicable state levels by the time the charter is presented for renewal. The school's annual progress will be reviewed at the Annual Performance-Based Oversight Visit Report by the district. Please see the "Additional Information" section below.
Submission of Renewal Petition Application:	Synergy Quantum Academy submitted its renewal petition application on July 15, 2026. The 90-day statutory timeline for Board action on the petition runs through October 13, 2026.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Synergy Quantum Academy implements its own Master Plan for English Learners and Standard English Learners.

	Synergy Quantum Academy
Special Education SELPA	Synergy Quantum Academy participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Synergy Quantum Academy is operated by Synergy Academies, a California nonprofit public benefit corporation that also operates two other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

A. Summary

Synergy Quantum Academy has been identified by the state as a Middle performing charter school. The recommendation for renewal considers the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard ("Dashboard"), and whether there was clear and convincing verified data evidence showing the charter school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School's Dashboard performance was higher than the state in English Language Arts (ELA), Science, and College and Career Indicator (CCI), but lower in Math and in English Learner Progress Indicator (ELPI). The charter school submitted verified data. The recommendation of approval is based on a holistic review of the charter school, including performing higher than the state for the majority of applicable academic indicators.

Please see the Synergy Quantum Academy data set.

a. 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.

Synergy Quantum Academy

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
Dashboard 2023	Yellow	Yellow	Not Applicable	Green	Medium	Not Applicable	Yellow	Blue
Dashboard 2024	Yellow	Orange	No Performance Color	Red	Green	Not Applicable	Blue	Blue
Dashboard 2025	Orange	Yellow	Green	Red	Blue	Not Applicable	Yellow	Blue

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

b. English Language Arts Indicator

In 2023 and 2024 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was higher than the state for All Students, and for all numerically significant student groups. In 2025 in ELA, the charter school's DFS was higher than the state for All Students, and higher than the state for two of three numerically significant student groups.

Synergy Quantum Academy - English Language Arts Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**98%**	**116**	**15.2**	**-13.6**	**Higher**
Latino	98%	115	13.9	-40.2	Higher
Socioeconomically Disadvantaged	98%	115	14.8	-42.6	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Synergy Quantum Academy - English Language Arts Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**125**	**0.0**	**-13.2**	**Higher**
Latino	100%	122	4.0	-39.3	Higher
Socioeconomically Disadvantaged	100%	123	-2.6	-40.9	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Synergy Quantum Academy - English Language Arts Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**98%**	**125**	**-1.2**	**-8.1**	**Higher**
Latino	98%	121	-1.1	-33.7	Higher
English Learner	97%	32	-82.8	-59.9	Lower
Socioeconomically Disadvantaged	98%	119	-0.8	-35.3	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

c. Math Indicator

In 2023, 2024, and 2025 in Math, the charter school's DFS was lower than the state for All Students, and lower than the state for all numerically significant student groups.

To improve student performance in this area, Charter School leaders report implementing instructional coaching with all Math teachers, continuous professional development, reteaching and reassessment cycles.

Synergy Quantum Academy - Mathematics Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**118**	**-88.9**	**-49.1**	**Lower**
Latino	100%	117	-89.9	-80.8	Lower
Socioeconomically Disadvantaged	100%	117	-89.4	-80.8	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Synergy Quantum Academy - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**98%**	**122**	**-112.5**	**-47.6**	**Lower**
Latino	98%	119	-110.4	-79.2	Lower
Socioeconomically Disadvantaged	98%	120	-114.8	-78.2	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Synergy Quantum Academy - Mathematics Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**98%**	**126**	**-85.3**	**-42.4**	**Lower**
Latino	98%	122	-82.5	-73.6	Lower
English Learner	100%	33	-161.0	-86.1	Lower
Socioeconomically Disadvantaged	98%	120	-82.8	-72.9	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

d. Science Indicator

In 2024 in Science, the charter school's Science Points (SPs) were higher than the state for All Students, and higher than the state for two of four numerically significant student groups. In 2025 in Science, the charter school's SPs were higher than the state for All Students, and higher than the state for all numerically significant student groups.

Synergy Quantum Academy - Science Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**100%**	**248**	**51.4**	**51.2**	**Higher**
Latino	100%	245	51.7	45.4	Higher

Synergy Quantum Academy - Science Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
English Learner	100%	40	38.0	39.0	Lower
Socioeconomically Disadvantaged	100%	245	51.3	45.6	Higher
Students with Disabilities	100%	33	36.3	36.7	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Synergy Quantum Academy - Science Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**98%**	**125**	**55.4**	**52.6**	**Higher**
Latino	98%	121	55.9	47.1	Higher
English Learner	97%	33	41.8	41.1	Higher
Socioeconomically Disadvantaged	98%	119	55.6	47.1	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

e. English Learner Progress Indicator

In 2023 on the English Learner Progress Indicator (ELPI), the charter school's English Learner Progress Rate was higher than the state. In 2024 and 2025 on the ELPI, the charter school's English Learner Progress Rate was lower than the state.

To improve outcomes in this area, Charter School leaders report conducting English Language Development (ELD) department meetings to discuss students' progress towards reclassification and implementation of an ELD curriculum designed to accelerate language acquisition through structured reading, writing, listening, and speaking development.

Synergy Quantum Academy - English Learner Progress Indicator - 2023 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	64	59.4%	48.7%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Synergy Quantum Academy - English Learner Progress Indicator - 2024 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	53	43.4%	45.7%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Synergy Quantum Academy - English Learner Progress Indicator - 2025 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	58	29.3%	46.4%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

f. College/Career Indicator

In 2023 the charter school's percentage of high school graduates prepared for college or a career was lower than the state for All Students, and higher for all numerically significant student groups. In 2024 and 2025, the charter school's percentage of students prepared was higher for All Students, and higher than the state for all numerically significant student groups.

Synergy Quantum Academy - College/Career Indicator - 2023 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**124**	**37.9%**	**43.9%**	**Lower**
Latino	123	38.2%	35.5%	Higher
Socioeconomically Disadvantaged	124	37.9%	35.4%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Synergy Quantum Academy - College/Career Indicator - 2024 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**127**	**66.9%**	**45.3%**	**Higher**
Latino	127	66.9%	37.4%	Higher
Socioeconomically Disadvantaged	126	66.7%	37.4%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Synergy Quantum Academy - College/Career Indicator - 2025 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**127**	**77.2%**	**51.7%**	**Higher**
Latino	124	76.6%	45.1%	Higher
Socioeconomically Disadvantaged	127	77.2%	44.8%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

g. Graduation Rate Indicator [HS only]
In 2023, 2024, and 2025, the charter school's percentage of graduated students was higher than the state for All Students, and for all numerically significant student groups. Synergy Quantum Academy's students must meet A-G requirements with a grade of "C" or better.

h. 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.

i. Dashboard Local Indicators
Staff also considered the Local Indicators (e.g., Basic: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; Access to a Broad Course of Study) which have all been reported as "Met" in 2023, 2024, and 2025.

j. Additional Information
As noted above, Synergy Quantum Academy has a benchmark related to academics in its current term. The following summarizes the outcome of the benchmark for each of the five years (2021-2022 through 2025-2026) of the current charter term.

Note: Annual benchmark status updates are based on prior year(s) performance outcomes. For example, benchmarks that require performance level growth (as reported for the years in the table(s) below) are based on available data from the preceding two school years (e.g., 2023-2024 benchmark status is based on 2022 CA Dashboard data and 2023 CA Dashboard data). As CA Dashboard data are unavailable for the 2020-2021 school year due to statewide assessment disruptions caused by the COVID-19 pandemic, "No Update" is indicated for applicable benchmarks for 2021-2022 and 2022-2023.

Benchmark: *The school will achieve Increased or Increased Significantly in Change Level schoolwide on the California School Dashboard Math Indicator over the term of the charter with the goal of achieving a Status level that is the same or higher than the applicable state levels by the time the charter is presented for renewal. The school's annual progress will be reviewed at the Annual Performance-Based Oversight Visit Report by the district.*

Term Years	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Benchmark	No Update	No Update	Met	Not Met	Not Met

Benchmark was met for one year and not met for two years. No update is available for 2021-2022 and 2022-2023.

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

In accordance with Education Code section 47604.32, the District's Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category

based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for Synergy Quantum Academy outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending.

d. Fiscal Operations

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending.

VI. VERIFIED DATA

Charter schools satisfying the Middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school's achieved measurable increases in academic achievement, or strong postsecondary outcomes for the timeframe specified in law. (Ed. Code, § 47607.2(b)(3).)

Synergy Quantum Academy provided verified data as part of its renewal application. The verified data was considered by staff. Ultimately, the school's performance on the California Dashboard informed the District's recommendation for approval.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Synergy Quantum Academy's ending net assets are positive and have been upward trending since the 2021-2022 fiscal year.

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Ending Net Assets	$5,966,288	$6,335,657	$6,953,696	$7,470,346	$7,744,860
Net Income/Loss	$691,848	$369,369	$618,039	$516,650	$274,514
Transfers In/Out	$0	$21,116[1]	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment	548	544	548	562	569

[1]According to Synergy Academies, Synergy Quantum Academy's $21,116 money transfer-in during Fiscal Year 2022-2023 represented excess revenue received from the non-governmental grants over the amount expended. These grants were recognized revenues as received in the prior year.

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.

Synergy Academies					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Ending Net Assets	Net Income / (Loss)	Ending Net Assets	Net Income / (Loss)
3	3	$24,725,055	$1,540,998	$1,503,656	$168,308

Synergy Quantum Academy

Board District: 7 | Region: East | Location Code: 7692

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	116	15.2	-14.4	Declined	Yellow	-13.6	Higher	100%	125	0.0	-15.2	Declined Significantly	Yellow	-13.2	Higher	98%	125	-1.2	-1.2	Maintained	Orange	-8.1	Higher
English Learner	100%	11	-83.4	-4.3	Declined	--	-67.7	--	100%	26	-111.3	-27.9	Declined Significantly	--	-67.6	--	97%	32	-82.8	28.5	Increased Significantly	--	-59.9	Lower
Latino	98%	115	13.9	-15.7	Declined Significantly	Yellow	-40.2	Higher	100%	122	4.0	-9.9	Declined	Yellow	-39.3	Higher	98%	121	-1.1	-5.1	Declined	Orange	-33.7	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	100%	16	-131.6	--	--	--	-109.6	--	100%	12	-117.1	14.5	Increased	--	-104.5	--
Socioeconomically Disadvantaged	98%	115	14.8	-14.8	Declined	Yellow	-42.6	Higher	100%	123	-2.6	-17.4	Declined Significantly	Orange	-40.9	Higher	98%	119	-0.8	1.8	Maintained	Orange	-35.3	Higher
Students with Disabilities	100%	11	-120.2	-61.4	Declined Significantly	--	-96.3	--	100%	19	-140.1	-19.9	Declined Significantly	--	-95.6	--	94%	18	-116.2	23.9	Increased Significantly	--	-89.4	--

Data Sources: California School Dashboard Research data files.

Synergy Quantum Academy

Board District: 7 | Region: East | Location Code: 7692

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	118	-88.9	23.7	Increased Significantly	Yellow	-49.1	Lower	98%	122	-112.5	-23.7	Declined Significantly	Orange	-47.6	Lower	98%	126	-85.3	27.2	Increased Significantly	Yellow	-42.4	Lower
English Learner	100%	11	-171.5	19.3	Increased Significantly	--	-93.4	--	92%	25	-215.5	-44.0	Declined Significantly	--	-93.4	--	100%	33	-161.0	54.5	Increased Significantly	--	-86.1	Lower
Latino	100%	117	-89.9	22.7	Increased Significantly	Yellow	-80.8	Lower	98%	119	-110.4	-20.5	Declined Significantly	Orange	-79.2	Lower	98%	122	-82.5	28.0	Increased Significantly	Yellow	-73.6	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	88%	16	-243.1	--	--	--	-163.5	--	100%	12	-212.8	30.4	Increased Significantly	--	-158.9	--
Socioeconomically Disadvantaged	100%	117	-89.4	23.3	Increased Significantly	Yellow	-80.8	Lower	98%	120	-114.8	-25.4	Declined Significantly	Orange	-78.2	Lower	98%	120	-82.8	32.1	Increased Significantly	Yellow	-72.9	Lower
Students with Disabilities	100%	11	-139.6	30.5	Increased Significantly	--	-127.3	--	89%	18	-235.9	-96.3	Declined Significantly	--	-124.3	--	100%	18	-187.9	47.9	Increased Significantly	--	-120.7	--

Data Sources: California School Dashboard Research data files.

Synergy Quantum Academy

Board District: 7 | Region: East | Location Code: 7692

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														
	Dashboard 2024						Dashboard 2025							
Student Group	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%	248	51.4	--	51.2	Higher	98%	125	55.4	4.0	Increased	Green	52.6	Higher
English Learner	100%	40	38.0	--	39.0	Lower	97%	33	41.8	3.8	Increased	Yellow	41.1	Higher
Latino	100%	245	51.7	--	45.4	Higher	98%	121	55.9	4.2	Increased	Green	47.1	Higher
Long-Term English Learner	100%	21	34.9	--	32.8	--	100%	12	36.6	1.7	Maintained	--	34.0	--
Socioeconomically Disadvantaged	100%	245	51.3	--	45.6	Higher	98%	119	55.6	4.3	Increased	Green	47.1	Higher
Students with Disabilities	100%	33	36.3	--	36.7	Lower	100%	17	35.3	-1.0	Maintained	--	38.3	--

Data Sources: California School Dashboard Research data files.

Synergy Quantum Academy

Board District: 7 | Region: East | Location Code: 7692

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 30 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	64	59.4%	4.0	Increased	Green	48.7%	Higher	53	43.4%	-16.0	Declined Significantly	Red	45.7%	Lower	58	29.3%	-14.1	Declined Significantly	Red	46.4%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	47	46.8%	-14.6	Declined Significantly	Orange	45.8%	Higher	42	33.3%	-13.5	Declined Significantly	Red	49.1%	Lower

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	59.4%	0%	29.7%	10.9%	45.7%	2.3%	32.2%	18.3%
2024	EL	43.4%	0%	35.8%	20.8%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	46.8%	0%	31.9%	21.3%	41.6%	3.4%	28.5%	24.7%
2025	EL	29.3%	0%	48.3%	22.4%	44.6%	1.3%	35.5%	17.2%
2025	LTEL	33.3%	0%	38.1%	28.6%	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.

Synergy Quantum Academy

Board District: 7 | Region: East | Location Code: 7692

CA School Dashboard: Academic Performance - College / Career

This report shows the percentage of current graduates who meet specific College/Career Indicator (CCI) "prepared" criteria for all student groups in grades 9-12. For the 2023 Dashboard, the CCI will report the most current year data or "status only". Therefore the CCI will have performance displayed using one of five Status levels that range between Very Low (lowest performance), Low, Medium, High, and Very High (highest performance). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

College / Career Academic Indicator (CCI) - CA School Dashboard Indicator																		
	Dashboard 2023					Dashboard 2024							Dashboard 2025					
Student Group	Students	CCI	Status Level	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State
All Students	124	37.9%	Medium	43.9%	Lower	127	66.9%	29.0	Increased	Green	45.3%	Higher	127	77.2%	0.0	Maintained	Blue	51.7%	Higher
English Learner	18	5.6%	Very Low	15.3%	--	16	25.0%	19.4	Increased	--	17.2%	--	26	42.3%	4.8	Increased	--	24.3%	--
Latino	123	38.2%	Medium	35.5%	Higher	127	66.9%	28.7	Increased	Green	37.4%	Higher	124	76.6%	-0.6	Maintained	Blue	45.1%	Higher
Long-Term English Learner	--	--	--	--	--	15	20.0%	13.3	Increased	--	16.5%	--	24	41.7%	8.3	Increased	--	24.9%	--
Socioeconomically Disadvantaged	124	37.9%	Medium	35.4%	Higher	126	66.7%	28.8	Increased	Green	37.4%	Higher	127	77.2%	0.2	Maintained	Blue	44.8%	Higher
Students with Disabilities	19	5.3%	Very Low	12.3%	--	16	25.0%	19.7	Increased	--	13.5%	--	21	33.3%	-16.7	Declined	--	18.7%	--

Data Sources: California School Dashboard Research data files.

Synergy Quantum Academy

Board District: 7 | Region: East | Location Code: 7692

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																							
	Dashboard 2023							Dashboard 2024							Dashboard 2025								
Student Group	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	548	0.4%	-0.2	Maintained	Blue	3.5%	Lower	568	0.4%	0.0	Maintained	Blue	3.2%	Lower	566	0.5%	0.2	Maintained	Blue	2.9%	Lower		
African American/Black	9	*	*	*	*	8.8%	*	10	*	*	*	*	8.4%	*	11	0.0%	--	--	--	7.7%	--		
English Learner	72	0.0%	0.0	Maintained	Blue	3.7%	Lower	70	1.4%	1.4	Increased	Yellow	3.4%	Lower	65	3.1%	1.6	Increased	Orange	3.2%	Lower		
Homeless Youth	13	0.0%	0.0	Maintained	--	6.5%	--	21	0.0%	0.0	Maintained	--	5.7%	--	10	*	*	*	*	5.1%	*		
Latino	538	0.4%	-0.2	Maintained	Blue	3.8%	Lower	556	0.4%	0.0	Maintained	Blue	3.4%	Lower	553	0.5%	0.2	Maintained	Blue	3.0%	Lower		
Long-Term English Learner	--	--	--	--	--	--	--	57	1.8%	1.8	Increased	Orange	8.1%	Lower	48	4.2%	2.4	Increased	Orange	7.0%	Lower		
Socioeconomically Disadvantaged	543	0.4%	-0.2	Maintained	Blue	4.5%	Lower	560	0.4%	0.0	Maintained	Blue	4.0%	Lower	554	0.5%	0.2	Maintained	Blue	3.6%	Lower		
Students with Disabilities	80	1.3%	1.3	Increased	Yellow	5.9%	Lower	84	0.0%	-1.3	Declined	Blue	5.4%	Lower	78	2.6%	2.6	Increased	Orange	5.0%	Lower		

Data Sources: California School Dashboard Research data files.

Synergy Quantum Academy

Board District: 7 | Region: East | Location Code: 7692

CA School Dashboard: Graduation Rate Indicator

This report shows the combined four- and five-year graduation rate for comprehensive (or traditional) high schools and Dashboard Alternative School Status (DASS) schools for all student groups in grades 9-12. This rate is based on the number of high school students who graduate with a regular high school diploma in either four or five years. The 2025 Graduation Rate Indicator includes students from the most recent graduation cohort (Class of 2025) as well as students from the prior cohort (Class of 2024) who graduated in their fifth year of high school in 2023-25. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Graduation Rate Indicator - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State
All Students	125	94.4%	-1.1	Declined	Yellow	86.4%	Higher	128	99.2%	4.8	Increased	Blue	86.7%	Higher	127	94.5%	-4.7	Declined	Yellow	87.8%	Higher
English Learner	18	94.4%	0.3	Maintained	--	73.5%	--	17	100.0%	5.6	Increased Significantly	--	77.9%	--	26	84.6%	-15.4	Declined Significantly	--	79.7%	--
Latino	124	94.4%	-2.0	Declined	Yellow	84.2%	Higher	128	99.2%	4.9	Increased	Blue	85.3%	Higher	124	94.4%	-4.9	Declined	Yellow	86.9%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	16	100.0%	6.7	Increased Significantly	--	80.8%	--	24	83.3%	-16.7	Declined Significantly	--	84.0%	--
Socioeconomically Disadvantaged	125	94.4%	-1.1	Declined	Yellow	83.7%	Higher	127	99.2%	4.8	Increased	Blue	84.4%	Higher	127	94.5%	-4.7	Declined	Yellow	86.2%	Higher
Students with Disabilities	20	95.0%	7.5	Increased Significantly	--	72.7%	--	17	100.0%	5.0	Increased Significantly	--	74.4%	--	21	85.7%	-14.3	Declined Significantly	--	77.1%	--

Data Sources: California School Dashboard Research data files.

Synergy Quantum Academy

Board District: 7 | Region: East | Location Code: 7692

Local Indicators Report

Local Indicators - CA School Dashboard Indicator			
Priority	**2023 Dashboard**	**2024 Dashboard**	**2025 Dashboard**
Basic Services and Conditions (Priority 1)	Standard Met	Standard Met	Standard Met
Implementation of State Academic Standards (Priority 2)	Standard Met	Standard Met	Standard Met
Parent and Family Engagement (Priority 3)	Standard Met	Standard Met	Standard Met
School Climate (Priority 6)	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study (Priority 7)	Standard Met	Standard Met	Standard Met

Data Sources: California School Dashboard Local Indicators Research data files.

Synergy Quantum Academy

Board District: 7 | Region: East | Location Code: 7692

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group									
	2023-2024			2024-2025			2025-2026		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	549	529,902	5,837,690	564	516,685	5,806,221	567	497,105	5,731,260
F/R Meal	98.9%	80.6%	61.6%	97.2%	81.9%	62.7%	97.4%	82.2%	62.4%
GATE	0.4%	11.6%	N/A	0.2%	13.0%	N/A	0.0%	14.1%	N/A
English Learner	12.0%	20.1%	18.4%	11.3%	18.6%	17.4%	11.6%	16.4%	16.2%
Foster Youth	0.2%	0.6%	0.5%	0.4%	0.5%	0.5%	0.0%	0.5%	0.5%
Homeless Youth	3.8%	2.1%	3.6%	1.8%	2.7%	4.0%	1.6%	2.4%	3.8%
Socioeconomically Disadvantaged	98.9%	81.3%	62.7%	97.9%	82.4%	63.6%	97.5%	82.7%	63.1%
Students w/ Disabilities	14.4%	14.8%	13.7%	13.7%	15.6%	14.2%	10.8%	16.4%	14.8%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%	0.5%	0.3%	0.8%
African American/Black	1.8%	7.3%	4.9%	2.0%	7.1%	4.9%	0.7%	7.2%	4.8%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.2%	3.4%	9.9%	0.2%	3.3%	10.1%	0.2%	3.3%	10.3%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%	0.0%	1.7%	2.2%
Latino	97.8%	73.8%	56.1%	97.7%	73.6%	56.1%	98.9%	72.9%	56.0%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%	0.0%	0.1%	0.4%
White	0.0%	9.8%	20.3%	0.2%	9.7%	20.0%	0.2%	9.7%	19.7%
Two or More Races	0.2%	2.0%	4.6%	0.0%	2.1%	4.8%	0.0%	2.2%	4.9%
Not Reported	0.0%	1.8%	1.1%	0.0%	2.2%	1.2%	0.0%	2.7%	1.3%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp

Synergy Quantum Academy

Board District: 7 | Region: East | Location Code: 7692

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.

	2023-2024						2024-2025						2025-2026					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	39	9.0%	15,302	6.5%	211,186	10.6%	33	7.6%	13,052	5.9%	198,853	10.4%	34	7.6%	10,142	4.9%	174,300	9.5%
At-Risk 4-5 Years	3	0.7%	15,717	6.7%	136,188	6.8%	2	0.5%	11,406	5.2%	115,009	6.0%	3	0.7%	11,109	5.4%	113,143	6.2%
EL 0-3 Years	7	1.6%	60,574	25.7%	519,651	26.0%	12	2.7%	57,726	26.1%	516,862	26.9%	14	3.1%	48,131	23.5%	467,800	25.6%
EL 4+ Years & Not At-Risk or LTEL	17	3.9%	14,725	6.2%	207,768	10.4%	17	3.9%	13,775	6.2%	178,306	9.3%	14	3.1%	11,946	5.8%	170,621	9.3%
EL Total	66	15.2%	106,318	45.0%	1,074,793	53.8%	64	14.6%	95,959	43.3%	1,009,030	52.6%	65	14.5%	81,328	39.7%	925,864	50.7%
RFEP	368	84.8%	129,789	55.0%	924,422	46.2%	373	85.4%	125,465	56.7%	909,298	47.4%	383	85.5%	123,618	60.3%	900,560	49.3%
Total Ever EL	434	100.0%	236,107	100.0%	1,999,215	100.0%	437	100.0%	221,424	100.0%	1,918,328	100.0%	448	100.0%	204,946	100.0%	1,826,424	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesltel.asp

Synergy Quantum Academy

Board District: 7 | Region: East | Location Code: 7692

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						2025-2026					
	School			Los Angeles Unified			School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	549			529,902			564			516,685			567			497,105		
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**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	79	100.0%	14.4%	78,319	100.0%	14.8%	76	100.0%	13.5%	80,505	100.0%	15.6%	60	100.0%	10.6%	81,470	100.0%	16.4%
High Incidence	66	83.5%	12.0%	52,153	66.6%	9.8%	65	85.5%	11.5%	52,412	65.1%	10.1%	47	78.3%	8.3%	51,757	63.5%	10.4%
Low Incidence	13	16.5%	2.4%	26,162	33.4%	4.9%	11	14.5%	2.0%	28,084	34.9%	5.4%	13	21.7%	2.3%	29,702	36.5%	6.0%
Autism	10	12.7%	1.8%	18,713	23.9%	3.5%	10	13.2%	1.8%	20,802	25.8%	4.0%	13	21.7%	2.3%	22,739	27.9%	4.6%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%	0	0.0%	0.0%	10	0.0%	0.0%
Deafness	1	1.3%	0.2%	188	0.2%	0.0%	0	0.0%	0.0%	178	0.2%	0.0%	0	0.0%	0.0%	172	0.2%	0.0%
Emotional Disturbance	2	2.5%	0.4%	1,148	1.5%	0.2%	1	1.3%	0.2%	1,082	1.3%	0.2%	0	0.0%	0.0%	964	1.2%	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%	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%	0	0.0%	0.0%	903	1.1%	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%	0	0.0%	0.0%	3,259	4.0%	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%	0	0.0%	0.0%	1,043	1.3%	0.2%
Other Health Impairment	15	19.0%	2.7%	10,930	14.0%	2.1%	11	14.5%	2.0%	11,596	14.4%	2.2%	10	16.7%	1.8%	12,092	14.8%	2.4%
Orthopedic Impairment	0	0.0%	0.0%	533	0.7%	0.1%	0	0.0%	0.0%	434	0.5%	0.1%	0	0.0%	0.0%	405	0.5%	0.1%
Specific Learning Disability	50	63.3%	9.1%	29,615	37.8%	5.6%	52	68.4%	9.2%	29,368	36.5%	5.7%	34	56.7%	6.0%	28,727	35.3%	5.8%
Speech or Language Impairment	1	1.3%	0.2%	11,608	14.8%	2.2%	2	2.6%	0.4%	11,448	14.2%	2.2%	3	5.0%	0.5%	10,938	13.4%	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%	0	0.0%	0.0%	59	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%	0	0.0%	0.0%	158	0.2%	0.0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Attachment C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
SYNERGY QUANTUM ACADEMY
BOARD OF EDUCATION REPORT 102 – 26/27
October 13, 2026

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2027 until June 30, 2032 to serve up to 583 students in grades 9-12 in each year of the charter term.

II. Summary Description of Current District Practice:
Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:
The approval of this charter petition would renew the charter of Synergy Quantum Academy for five (5) years beginning July 1, 2027 until June 30, 2032.

IV. Effects of This Proposal:
The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:
If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services. Student Integration Services provided feedback for the charter petition to ensure compliance.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

Elias Juarez
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

File #: Rep-095-26/27, **Version:** 1 **Agenda Date:** 10/13/2026
In Control: Charter Schools Division

Approval of the Renewal Petition for KIPP Endeavor College Preparatory Charter [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for KIPP Endeavor College Preparatory Charter) Recommends approval of the renewal petition for KIPP Endeavor College Preparatory Charter, a Middle performing, Start-Up Independent charter school, with a benchmark in the area of academics (Math for Students with Disabilities), located in Board District 2 and Region East, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 663 students in grades TK-8 in each year of the charter term.

Action Proposed:
Approve the renewal petition for KIPP Endeavor College Preparatory Charter ("Charter School"), a Start-Up Independent charter school, with a benchmark in the area of academics (Math for Students with Disabilities), located in Board District 2 and Region East, for a term of five (5) years, beginning July 1, 2027 until June 30, 2032, to serve up to 663 students in grades TK-8 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
KIPP Endeavor College Preparatory Charter is a TK-8 span school currently serving 537 students on a private facility at 1263 S. Soto St., Los Angeles, CA, 90023 in Board District 2 and Region East. KIPP Endeavor College Preparatory Charter was originally approved by the LAUSD Board of Education on April 14, 2009. On November 27, 2018, the charter school was renewed for a five-year term to serve 663 students in grades TK -8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for KIPP Endeavor College Preparatory Charter expires June 30, 2027.

On July 15, 2026, KIPP Endeavor College Preparatory Charter submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through October 13, 2026.

An initial Public Hearing was held on August 25, 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 KIPP Endeavor College Preparatory Charter governing board members complete questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. Additionally, resumes and due diligence forms are requested from KIPP Endeavor College Preparatory Charter's Lead Petitioner; Executive Director/Chief Executive Officer or equivalent; Principal or equivalent; Financial manager or equivalent; and Chief Financial Officer or equivalent, as applicable. A confidential due diligence review of the charter school, the governing organization, and school's leaders, may be conducted by the Office of the Inspector General (OIG) as appropriate, and to the extent the OIG identifies any material concerns, 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 14 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, applicable policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms set forth in Charter School's renewal petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the renewal petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2027.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal 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 renewal petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 095, 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's renewal petition.

Policy Implications:
All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact:
State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law, including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support

the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:
As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

Issues and Analysis:
If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:
Signature Page
Attachment A- Staff Assessment and Recommendation Report
Attachment B- KIPP Endeavor College Preparatory Charter Data Set
Attachment C- Desegregation Impact Statement

Budget, Petition, CORE Data (if applicable), and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/15u87iqjPFM8zQlPIUEX72bYpn1xoSG6D?usp=sharing>

Submitted:
9/17/26

RESPECTFULLY SUBMITTED,

ANDRÉS E. CHAIT
Superintendent of Schools

APPROVED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Division of Data, Strategy, and Innovation

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 095-26/27
October 13, 2026

School Name:	**KIPP Endeavor College Preparatory Charter**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 13, 2026**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**KIPP SoCal Public Schools**		
Location Code:	**5163**		
Type of Site(s):	**Private**		
Site Address(es):	**1263 S. Soto St., Los Angeles, CA 90023**		
Board District(s):	**2**	Region(s):	**East**
Grade Levels Served:	**TK-8**	Current Enrollment:	**537**
Grade Levels Authorized in Current Charter:	**TK-8**	Approved Enrollment in Current Charter:	**663**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2026 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval with a benchmark for a five (5)-year term (2027-2032)**		
PROPOSED BENCHMARKS:	The following benchmark is proposed for KIPP Endeavor College Preparatory Charter for the 2027-2032 charter term: In each year of the charter term, the charter school shall demonstrate academic growth in Math for Students with Disabilities as reported on the California School Dashboard Math Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level; or by achieving a DFS that is equal to or higher than their respective student group state average DFS. As part of ongoing oversight, the District will review the charter school's performance at its annual oversight visit to determine any appropriate actions, including consideration of the school's progress upon submission of a renewal petition at the end of the term of the charter.		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for KIPP Endeavor College Preparatory Charter ("Charter School"), with a benchmark in the area of academics, located in Board District 2 and Region East, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 663 students in grades TK-8 in each year of the charter term.

II. RENEWAL REQUIREMENTS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 14 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
  These criteria have been determined not to be bases for denial.

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)
  These criteria have been determined not to be bases for denial.

Charter Petition Requirement:

In accordance with Education Code section 47611.5, a charter school charter shall contain a declaration regarding whether or not the charter school shall be deemed the exclusive public school employer of the employees at the charter school for the purposes of Section 3540.1 of the Government Code, and that declaration shall not be materially inconsistent with the charter.

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?
  This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	KIPP Endeavor College Preparatory Charter
Initial Authorization:	On April 14, 2009, KIPP Endeavor College Preparatory Charter (formerly named Endeavor College Preparatory Charter) was authorized by the LAUSD Board of Education to serve 310 students in grades 4-8.

	KIPP Endeavor College Preparatory Charter
Most Recent Renewal:	The charter was renewed on November 27, 2018, for a five-year term (July 1, 2019 - June 30, 2024) to serve up to 663 students in grades TK-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for KIPP Endeavor College Preparatory Charter expires June 30, 2027.
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on May 25, 2021, to merge with KIPP SoCal Public Schools and amend governance provisions.
Board Benchmarks in Current Charter Term:	On November 27, 2018, as part of the school's most recent renewal, the LAUSD Board of Education issued the following academic benchmarks to KIPP Endeavor College Preparatory Charter: 1. The school shall demonstrate growth of at least one performance level per academic year on the English Language Arts indicator for measuring "Academic Performance" on the California School Dashboard, as reported by the California Department of Education (CDE), for all students and for all of the school's subgroups, with the goal of achieving and maintaining the "Green" performance level or higher on this indicator by the end of the charter term. 2. The school shall demonstrate growth of at least one performance level per academic year on the Mathematics indicator for measuring "Academic Performance" on the California School Dashboard, as reported by the California Department of Education (CDE), for all students and for all of the school's subgroups, with the goal of achieving and maintaining the "Green" performance level or higher on this indicator by the end of the charter term. 3. Annually, the school will increase the percentage of English Learners demonstrating English Language Proficiency as measured by reclassification rates at a rate equal to or higher than the District Average. Please see the "Additional Information" section below.
Submission of Renewal Petition Application:	KIPP Endeavor College Preparatory Charter submitted its renewal petition application on July 15, 2026. The 90-day statutory timeline for Board action on the petition runs through October 13, 2026.

	KIPP Endeavor College Preparatory Charter
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	KIPP Endeavor College Preparatory Charter implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	KIPP Endeavor College Preparatory Charter participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

KIPP Endeavor College Preparatory Charter is operated by KIPP SoCal Public Schools, a California nonprofit public benefit corporation that also operates 13 other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

A. Summary

KIPP Endeavor College Preparatory Charter has been identified by the state as a Middle performing charter school. The recommendation for renewal considers the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard ("Dashboard"), and whether there was clear and convincing verified data evidence showing the charter school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School's Dashboard performance was not higher than the state for a majority of applicable academic indicators. However, the school submitted verified data that was determined to be overall clear and convincing for both ELA and Math. The recommendation of approval is based on a holistic review of the charter school, including the verified data outcomes.

Please see the KIPP Endeavor College Preparatory Charter data set and verified data reports.

a. 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.

KIPP Endeavor College Preparatory Charter Dashboard Indicators

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
Dashboard 2023	Orange	Orange	Not Applicable	Orange	Not Applicable	Yellow	Not Applicable	Blue

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
Dashboard 2024	Yellow	Yellow	No Performance Color	Orange	Not Applicable	Orange	Not Applicable	Blue
Dashboard 2025	Yellow	Yellow	Yellow	Green	Not Applicable	Yellow	Not Applicable	Green

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

b. 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 for all numerically significant student groups. In 2024 in ELA, the charter school's DFS was lower than the state for All Students, and for four of five numerically significant student groups. In 2025 in ELA, the charter school's DFS was lower than the state for All Students, and higher than the state for four of five numerically significant student groups.

To continue to improve student outcomes in ELA, school leaders report implementing targeted interventions and English Language Development (ELD) supports. They also report strengthening lesson internalization and monitoring, collaborating with general education and Resource Specialist Program (RSP) teachers, and providing coaching and feedback to improve instructional practices.

KIPP Endeavor College Preparatory Charter - English Language Arts Indicator - 2023 Dashboard

Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**346**	**-51.7**	**-13.6**	**Lower**
Latino	100%	343	-51.9	-40.2	Lower
English Learner	100%	159	-77.9	-67.7	Lower
Socioeconomically Disadvantaged	100%	332	-51.3	-42.6	Lower
Students with Disabilities	100%	68	-111.3	-96.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

KIPP Endeavor College Preparatory Charter - English Language Arts Indicator - 2024 Dashboard

Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**346**	**-42.8**	**-13.2**	**Lower**
Latino	100%	339	-42.6	-39.3	Lower
English Learner	100%	152	-74.9	-67.6	Lower
Long-Term English Learner	100%	44	-88.7	-109.6	Higher
Socioeconomically Disadvantaged	100%	332	-44.8	-40.9	Lower
Students with Disabilities	100%	65	-110.1	-95.6	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

KIPP Endeavor College Preparatory Charter - English Language Arts Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**351**	**-29.5**	**-8.1**	**Lower**
Latino	100%	343	-29.1	-33.7	Higher
English Learner	100%	164	-50.0	-59.9	Higher
Long-Term English Learner	100%	47	-63.9	-104.5	Higher
Socioeconomically Disadvantaged	100%	288	-31.2	-35.3	Higher
Students with Disabilities	100%	64	-106.5	-89.4	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

c. Math Indicator

In 2023 in Math, the charter school's DFS was lower than the state for All Students, and lower than the state for all numerically significant student groups. In 2024 and 2025 in Math, the charter school's DFS was lower than the state for All Students, and higher than the state for four of five numerically significant student groups.

As noted above, staff is recommending a benchmark in Math for Students with Disabilities. In order to continue to improve student outcomes in this area charter school leaders report using assessment data to provide targeted intervention, strengthening lesson internalization and data monitoring, and increasing collaboration between general education and RSP teachers.

KIPP Endeavor College Preparatory Charter - Mathematics Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**346**	**-88.7**	**-49.1**	**Lower**
Latino	100%	343	-89.2	-80.8	Lower
English Learner	100%	159	-112.3	-93.4	Lower
Socioeconomically Disadvantaged	100%	332	-89.4	-80.8	Lower
Students with Disabilities	100%	68	-147.3	-127.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

KIPP Endeavor College Preparatory Charter - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**346**	**-70.3**	**-47.6**	**Lower**
Latino	100%	339	-70.3	-79.2	Higher
English Learner	100%	152	-91.7	-93.4	Higher

KIPP Endeavor College Preparatory Charter - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
Long-Term English Learner	100%	44	-146.3	-163.5	Higher
Socioeconomically Disadvantaged	100%	332	-73.6	-78.2	Higher
Students with Disabilities	100%	65	-143.1	-124.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

KIPP Endeavor College Preparatory Charter - Mathematics Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**353**	**-65.8**	**-42.4**	**Lower**
Latino	100%	345	-65.2	-73.6	Higher
English Learner	100%	167	-84.8	-86.1	Higher
Long-Term English Learner	100%	47	-132.9	-158.9	Higher
Socioeconomically Disadvantaged	100%	290	-67.4	-72.9	Higher
Students with Disabilities	100%	64	-146.4	-120.7	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

d. Science Indicator

In 2024 in Science, the charter school's Science Points (SPs) were lower than the state for All Students, and higher than the state for two of three numerically significant student groups. In 2025 in Science, the charter school's SPs were lower than the state for All Students, and higher than the state for three of four numerically significant student groups.

KIPP Endeavor College Preparatory Charter - Science Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**100%**	**121**	**48.4**	**51.2**	**Lower**
Latino	100%	120	48.3	45.4	Higher
English Learner	100%	49	38.8	39.0	Lower
Socioeconomically Disadvantaged	100%	118	48.0	45.6	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

KIPP Endeavor College Preparatory Charter - Science Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**100%**	**118**	**48.6**	**52.6**	**Lower**
Latino	100%	116	48.6	47.1	Higher
English Learner	100%	53	44.9	41.1	Higher
Socioeconomically Disadvantaged	100%	100	48.6	47.1	Higher
Students with Disabilities	100%	30	37.1	38.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

e. English Learner Progress Indicator

In 2023 and 2024 on the English Learner Progress Indicator (ELPI), the charter school's English Learner Progress Rate was lower than the state. In 2025 on the ELPI, the charter school's English Learner Progress Rate was higher than the state.

To continue to improve student outcomes in this area, school leaders report strengthening ELD through targeted instruction and intervention, data-driven tutoring, integrated ELD strategies across content areas, using ELPAC data to inform instruction and use of curriculum with embedded English Learner supports.

KIPP Endeavor College Preparatory Charter - English Learner Progress Indicator - 2023 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	99.5%	168	47.0%	48.7%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

KIPP Endeavor College Preparatory Charter - English Learner Progress Indicator - 2024 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	99%	156	41.0%	45.7%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

KIPP Endeavor College Preparatory Charter - English Learner Progress Indicator - 2025 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	99%	140	52.1%	46.4%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

f. Chronic Absenteeism Indicator

In 2023 and 2024 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students, and for all numerically significant

student groups. In 2025, the charter schools rate of chronic absenteeism was higher than the state for All Students, and for four of five numerically significant student groups.

To continue to improve in this area, school leaders report strengthening implementation of the schoolwide attendance plan, targeted interventions, monitoring attendance data, engaging families, and providing attendance incentives to promote attendance.

g. Graduation Rate Indicator [HS only]
Not applicable

h. 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.

i. Dashboard Local Indicators
Staff also considered the Local Indicators (e.g., Basic: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; Access to a Broad Course of Study) which have all been reported as "Met" in 2023, 2024, and 2025.

j. Additional Information
As noted above, KIPP Endeavor College Preparatory Charter has three (3) benchmarks related to academics in its current term. The following summarizes the outcomes of each benchmark for each of the seven years (2019-2020 through 2025-2026) of the current charter term.

Note: Annual benchmark status updates are based on prior year(s) performance outcomes. For example, benchmarks that require performance level growth (as reported for the years in the table(s) below) are based on available data from the preceding two school years (e.g., 2019-2020 benchmark status is based on 2018 CA Dashboard data and 2019 CA Dashboard data). As CA Dashboard data is unavailable for the 2019-2020 and 2020-2021 school years due to statewide assessment disruptions caused by the COVID-19 pandemic, "No Update" is indicated for applicable benchmarks for 2020-2021, 2021-2022, and 2022-2023.

Benchmark 1: *The school shall demonstrate growth of at least one performance level per academic year on the English Language Arts indicator for measuring "Academic Performance" on the California School Dashboard, as reported by the California Department of Education (CDE), for all students and for all of the school's subgroups, with the goal of achieving and maintaining the "Green" performance level or higher on this indicator by the end of the charter term.*

Term Years	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Benchmark	Not Met	No Update	No Update	No Update	Not Met	Not Met	Not Met

Benchmark 1 was not met for four years, and no update is available for 2020-2021, 2021-2022, and 2022-2023.

Benchmark 2: *The school shall demonstrate growth of at least one performance level per academic year on the Mathematics indicator for measuring "Academic Performance" on the California School Dashboard, as reported by the California Department of Education (CDE), for all students and for all of the school's subgroups, with the goal of achieving and maintaining the "Green" performance level or higher on this indicator by the end of the charter term.*

Term Years	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Benchmark	Not Met	No Update	No Update	No Update	Not Met	Met	Not Met

Benchmark 2 was met for one year, not met for three years, and no update is available for 2020-2021, 2021-2022, and 2022-2023.

Benchmark 3: *Annually, the school will increase the percentage of English Learners demonstrating English Language Proficiency as measured by reclassification rates at a rate equal to or higher than the District Average.*

Term Years	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Benchmark	Not Met	Met	Met	No Update	No Update	No Update	Not Met

Benchmark 3 was met for two years, not met for two other years, and since official reclassification rates were not available, no update is available for 2022-2023, 2023-2024, and 2024-2025.

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

In accordance with Education Code section 47604.32, the District's Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for KIPP Endeavor College Preparatory Charter outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2024-2025	*Developing*
2025-2026	*Proficient*
Concerns	The rating of *Developing* in 2024-2025 was due to the average of Dashboard indicators.

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	*No unresolved issues pending*

d. Fiscal Operations

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

VI. VERIFIED DATA

Charter schools satisfying the Middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school's achieved measurable increases in academic achievement, or strong postsecondary outcomes for the timeframe specified in law. (Ed. Code, § 47607.2(b)(3).)

Per Education Code section 47607.2 (c)(2), the State Board of Education established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. When a verified data source does not provide an official participation rate, the District will calculate the participation rate using the number of students assessed as compared to the Stability Count (the number of students enrolled for a minimum of 245 consecutive calendar days at the same school) as reported publicly on DataQuest. If Stability Count is not available for a particular year, the District will use the charter school's norm enrollment as the comparison number. However, if the assessment provides the number of students assessed as compared to the total number of students enrolled in the assessment, the District will calculate a participation rate using those reported numbers.

KIPP Endeavor College Preparatory Charter submitted verified data for consideration as part of its renewal application. The submission included verified data reports from i-Ready.

ELA

Charter School provided data for Reading from "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2023-2024, 2024-2025, and 2025-2026 for All Students and for the following student groups: English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities.

In accordance with i-Ready's Median Progress to Typical Growth targets[1] to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth," for 2023-2024 and 2025-2026 the charter school met growth expectations for All Students and a majority of student groups. For 2024-2025, the charter school met growth expectations for All Students and all student groups. For 2023-2024, 2024-2025, and 2025-2026, the charter school appears to include results of at least 95 percent of eligible students when applying the estimated participation rate.

[1] i-Ready Median Progress to Typical Growth targets in Reading to be 75% in Grades K-5 and 45% in Grades 6-8.

MATH

Charter School provided data for Math from an "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2023-2024, 2024-2025, and 2025-2026 for All Students and for the following student groups: English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities.

In accordance with i-Ready's Median Progress to Typical Growth targets[2] to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth," for 2023-2024 and 2024-2025 the charter school met growth expectations for All Students and a majority of student groups. For 2025-2026, the charter school met growth expectations for All Students and all student groups. For 2023-2024, 2024-2025, and 2025-2026, the charter school appears to include results of at least 95 percent of eligible students when applying the estimated participation rate.

In light of the above, the verified data submitted by KIPP Endeavor College Preparatory Charter is considered clear and convincing in ELA and Math.

Please see the KIPP Endeavor College Preparatory Charter verified data reports.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

KIPP Endeavor College Preparatory Charter's ending net assets are positive.

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Ending Net Assets	$4,339,091	$4,591,911	$4,912,682	$4,088,058	$4,061,319
Net Income/Loss	$402,365	$252,820	$320,771	($824,624)[1]	($26,739) [2]
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment [A]	563	530	511	523	537

[1] According to KIPP SoCal Public Schools, the net loss reported for Fiscal Year 2024-2025 was primarily due to a combination of the following factors: (a) higher-than-budgeted expenditures for curriculum, (b) approximately $200,000 in property tax expenses, which the school anticipated would be reimbursed upon approval of its exemption application, (c) increased Special Education costs driven by greater-than-anticipated student needs, and (d) a reduction in estimated recognition of one-time revenues, including the Learning Recovery Emergency Block Grant. The school indicated that it was able to absorb these costs due to its strong ending net asset position.

[2] i-Ready Median Progress to Typical Growth targets in Math are 80% in Grades K-5 and 60% in Grades 6-8.

[2] According to KIPP SoCal Public Schools, the projected net loss for Fiscal Year 2025-2026 was primarily attributable to a combination of the following factors: (a) planned deficit spending to support a comprehensive academic program, and (b) strategic investments aimed at increasing enrollment, particularly in the lower grades where enrollment has been below expectations. The school indicated that it anticipates funding the projected deficit using available reserves.

Notwithstanding the net losses described above, KIPP Endeavor College Preparatory Charter has maintained positive ending net assets for the most current four school years and projects positive ending net assets for FY 2025-2026. As summarized in the financial table above, Charter School reported $4,088,058 in ending net assets as of June 30, 2025, based on its 2024-2025 independent audit report.

[A] KIPP Endeavor College Preparatory Charter stated that it plans to increase enrollment through various means, for example, by enhanced community engagement, student recruitment advertising and marketing, and continued investment in improving academic outcomes. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

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.

KIPP SoCal Public Schools					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Ending Net Assets	Net Income / (Loss)	Ending Net Assets	Net Income / (Loss)
17[3]	15[3]	$169,878,836	$11,332,050	$86,549,913	$6,326,527

[3]Aside from the 15 LAUSD-authorized KIPP SoCal Public Schools charter schools in Fiscal Year 2024-2025, KIPP SoCal Public Schools operates two (2) additional Southern California schools: KIPP Compton Community School (authorized by Compton Unified School District), and KIPP Adelante Preparatory Academy (authorized by San Diego Unified School District). As of Fiscal Year 2025-2026, 14 KIPP SoCal charter schools remain under LAUSD's authorization, with KIPP Sol Academy authorized by the Los Angeles County of Education (LACOE), effective July 1, 2025.

KIPP Endeavor College Preparatory Charter

Board District: 2 | Region: East | Location Code: 5163

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	346	-51.7	-7.5	Declined	Orange	-13.6	Lower	100%	346	-42.8	9.0	Increased	Yellow	-13.2	Lower	100%	351	-29.5	13.2	Increased	Yellow	-8.1	Lower
English Learner	100%	159	-77.9	-19.3	Declined Significantly	Red	-67.7	Lower	100%	152	-74.9	3.0	Increased	Orange	-67.6	Lower	100%	164	-50.0	25.0	Increased Significantly	Yellow	-59.9	Higher
Latino	100%	343	-51.9	-7.5	Declined	Orange	-40.2	Lower	100%	339	-42.6	9.3	Increased	Yellow	-39.3	Lower	100%	343	-29.1	13.5	Increased	Yellow	-33.7	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	100%	44	-88.7	6.2	Increased	Orange	-109.6	Higher	100%	47	-63.9	24.8	Increased Significantly	Yellow	-104.5	Higher
Socioeconomically Disadvantaged	100%	332	-51.3	-3.9	Declined	Orange	-42.6	Lower	100%	332	-44.8	6.5	Increased	Yellow	-40.9	Lower	100%	288	-31.2	13.6	Increased	Yellow	-35.3	Higher
Students with Disabilities	100%	68	-111.3	-0.5	Maintained	Red	-96.3	Lower	100%	65	-110.1	1.2	Maintained	Red	-95.6	Lower	100%	64	-106.5	3.6	Increased	Orange	-89.4	Lower

Data Sources: California School Dashboard Research data files.

KIPP Endeavor College Preparatory Charter

Board District: 2 | Region: East | Location Code: 5163

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	346	-88.7	-8.6	Declined	Orange	-49.1	Lower	100%	346	-70.3	18.4	Increased Significantly	Yellow	-47.6	Lower	100%	353	-65.8	4.5	Increased	Yellow	-42.4	Lower
English Learner	100%	159	-112.3	-25.9	Declined Significantly	Red	-93.4	Lower	100%	152	-91.7	20.6	Increased Significantly	Yellow	-93.4	Higher	100%	167	-84.8	6.9	Increased	Yellow	-86.1	Higher
Latino	100%	343	-89.2	-8.4	Declined	Orange	-80.8	Lower	100%	339	-70.3	19.0	Increased Significantly	Yellow	-79.2	Higher	100%	345	-65.2	5.1	Increased	Yellow	-73.6	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	100%	44	-146.3	11.6	Increased	Orange	-163.5	Higher	100%	47	-132.9	13.4	Increased	Orange	-158.9	Higher
Socioeconomically Disadvantaged	100%	332	-89.4	-4.3	Declined	Orange	-80.8	Lower	100%	332	-73.6	15.8	Increased Significantly	Yellow	-78.2	Higher	100%	290	-67.4	6.2	Increased	Yellow	-72.9	Higher
Students with Disabilities	100%	68	-147.3	-18.6	Declined Significantly	Red	-127.3	Lower	100%	65	-143.1	4.2	Increased	Orange	-124.3	Lower	100%	64	-146.4	-3.4	Declined	Red	-120.7	Lower

Data Sources: California School Dashboard Research data files.

KIPP Endeavor College Preparatory Charter

Board District: 2 | Region: East | Location Code: 5163

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														
	Dashboard 2024						Dashboard 2025							
Student Group	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%	121	48.4	--	51.2	Lower	100%	118	48.6	0.2	Maintained	Yellow	52.6	Lower
English Learner	100%	49	38.8	--	39.0	Lower	100%	53	44.9	6.1	Increased Significantly	Yellow	41.1	Higher
Latino	100%	120	48.3	--	45.4	Higher	100%	116	48.6	0.3	Maintained	Yellow	47.1	Higher
Long-Term English Learner	100%	15	32.5	--	32.8	--	100%	21	41.6	9.1	Increased Significantly	--	34.0	--
Socioeconomically Disadvantaged	100%	118	48.0	--	45.6	Higher	100%	100	48.6	0.6	Maintained	Yellow	47.1	Higher
Students with Disabilities	100%	24	31.1	--	36.7	--	100%	30	37.1	5.9	Increased Significantly	--	38.3	Lower

Data Sources: California School Dashboard Research data files.

KIPP Endeavor College Preparatory Charter

Board District: 2 | Region: East | Location Code: 5163

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 30 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	168	47.0%	-5.9	Declined	Orange	48.7%	Lower	156	41.0%	-6.0	Declined	Orange	45.7%	Lower	140	52.1%	11.1	Increased Significantly	Green	46.4%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	42	54.8%	-5.2	Declined	Orange	45.8%	Higher	43	60.5%	5.7	Increased	Green	49.1%	Higher

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	44.6%	2.4%	34.5%	18.5%	45.7%	2.3%	32.2%	18.3%
2024	EL	37.2%	3.8%	34.0%	25.0%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	50.0%	4.8%	28.6%	16.7%	41.6%	3.4%	28.5%	24.7%
2025	EL	45.7%	6.4%	32.1%	15.7%	44.6%	1.3%	35.5%	17.2%
2025	LTEL	41.9%	18.6%	25.6%	14.0%	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.

KIPP Endeavor College Preparatory Charter

Board District: 2 | Region: East | Location Code: 5163

CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																							
	Dashboard 2023							Dashboard 2024							Dashboard 2025								
Student Group	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	530	35.7%	-16.5	Declined Significantly	Yellow	24.3%	Higher	526	34.8%	-0.9	Declined	Orange	18.6%	Higher	528	30.5%	-4.3	Declined Significantly	Yellow	17.1%	Higher
African American/Black	6	*	*	*	*	36.4%	*	14	85.7%	--	--	--	31.3%	--	16	68.8%	-17.0	Declined	--	29.8%	--
English Learner	223	30.9%	-18.6	Declined Significantly	Yellow	26.3%	Higher	196	31.6%	0.7	Increased	Red	20.1%	Higher	168	26.8%	-4.8	Declined Significantly	Yellow	18.1%	Higher
Homeless Youth	1	*	*	*	*	38.7%	*	11	90.9%	--	--	--	32.7%	--	11	63.6%	-27.3	Declined	--	30.7%	--
Latino	520	35.4%	-17.1	Declined Significantly	Yellow	28.4%	Higher	507	32.9%	-2.4	Declined	Orange	21.7%	Higher	501	28.7%	-4.2	Declined Significantly	Yellow	20.1%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	48	35.4%	-1.3	Declined	Orange	23.9%	Higher	48	14.6%	-20.8	Declined	Yellow	22.5%	Lower
Socioeconomically Disadvantaged	511	36.2%	-15.0	Declined Significantly	Yellow	29.9%	Higher	501	34.7%	-1.5	Declined	Orange	23.4%	Higher	438	32.2%	-2.5	Declined	Orange	21.7%	Higher
Students with Disabilities	80	33.8%	-20.1	Declined	Orange	33.1%	Higher	85	37.6%	3.9	Increased	Red	26.3%	Higher	84	36.9%	-0.7	Declined	Orange	24.9%	Higher

Data Sources: California School Dashboard Research data files.

KIPP Endeavor College Preparatory Charter

Board District: 2 | Region: East | Location Code: 5163

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	542	0.2%	0.2	Maintained	Blue	3.5%	Lower	539	0.0%	-0.2	Maintained	Blue	3.2%	Lower	539	0.4%	0.4	Increased	Green	2.9%	Lower
African American/Black	7	*	*	*	*	8.8%	*	16	0.0%	--	--	--	8.4%	--	16	0.0%	0.0	Maintained	--	7.7%	--
English Learner	225	0.0%	0.0	Maintained	Blue	3.7%	Lower	200	0.0%	0.0	Maintained	Blue	3.4%	Lower	168	1.2%	1.2	Increased	Orange	3.2%	Lower
Homeless Youth	1	*	*	*	*	6.5%	*	15	0.0%	--	--	--	5.7%	--	11	0.0%	0.0	Maintained	--	5.1%	--
Latino	531	0.2%	0.2	Maintained	Blue	3.8%	Lower	518	0.0%	-0.2	Maintained	Blue	3.4%	Lower	511	0.4%	0.4	Increased	Green	3.0%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	48	0.0%	0.0	Maintained	Blue	8.1%	Lower	48	2.1%	2.1	Increased	Orange	7.0%	Lower
Socioeconomically Disadvantaged	521	0.2%	0.2	Maintained	Blue	4.5%	Lower	513	0.0%	-0.2	Maintained	Blue	4.0%	Lower	448	0.4%	0.4	Increased	Green	3.6%	Lower
Students with Disabilities	80	0.0%	0.0	Maintained	Blue	5.9%	Lower	85	0.0%	0.0	Maintained	Blue	5.4%	Lower	84	0.0%	0.0	Maintained	Blue	5.0%	Lower

Data Sources: California School Dashboard Research data files.

KIPP Endeavor College Preparatory Charter

Board District: 2 | Region: East | Location Code: 5163

Local Indicators Report

Local Indicators - CA School Dashboard Indicator			
Priority	**2023 Dashboard**	**2024 Dashboard**	**2025 Dashboard**
Basic Services and Conditions (Priority 1)	Standard Met	Standard Met	Standard Met
Implementation of State Academic Standards (Priority 2)	Standard Met	Standard Met	Standard Met
Parent and Family Engagement (Priority 3)	Standard Met	Standard Met	Standard Met
School Climate (Priority 6)	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study (Priority 7)	Standard Met	Standard Met	Standard Met

Data Sources: California School Dashboard Local Indicators Research data files.

KIPP Endeavor College Preparatory Charter

Board District: 2 | Region: East | Location Code: 5163

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group									
	2023-2024			2024-2025			2025-2026		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	508	529,902	5,837,690	518	516,685	5,806,221	540	497,105	5,731,260
F/R Meal	94.9%	80.6%	61.6%	74.1%	81.9%	62.7%	93.3%	82.2%	62.4%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A	0.0%	14.1%	N/A
English Learner	36.8%	20.1%	18.4%	32.0%	18.6%	17.4%	25.0%	16.4%	16.2%
Foster Youth	0.6%	0.6%	0.5%	1.2%	0.5%	0.5%	1.3%	0.5%	0.5%
Homeless Youth	1.4%	2.1%	3.6%	1.0%	2.7%	4.0%	1.7%	2.4%	3.8%
Socioeconomically Disadvantaged	95.5%	81.3%	62.7%	79.7%	82.4%	63.6%	93.5%	82.7%	63.1%
Students w/ Disabilities	12.8%	14.8%	13.7%	15.1%	15.6%	14.2%	16.5%	16.4%	14.8%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%	0.6%	0.3%	0.8%
African American/Black	2.8%	7.3%	4.9%	2.9%	7.1%	4.9%	3.7%	7.2%	4.8%
American Indian or Alaska Native	0.2%	0.1%	0.4%	0.2%	0.1%	0.4%	0.2%	0.1%	0.4%
Asian	0.4%	3.4%	9.9%	0.4%	3.3%	10.1%	0.4%	3.3%	10.3%
Filipino	0.2%	1.7%	2.2%	0.2%	1.6%	2.2%	0.2%	1.7%	2.2%
Latino	96.3%	73.8%	56.1%	95.8%	73.6%	56.1%	93.9%	72.9%	56.0%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%	0.2%	0.1%	0.4%
White	0.2%	9.8%	20.3%	0.2%	9.7%	20.0%	0.4%	9.7%	19.7%
Two or More Races	0.0%	2.0%	4.6%	0.4%	2.1%	4.8%	0.9%	2.2%	4.9%
Not Reported	0.0%	1.8%	1.1%	0.0%	2.2%	1.2%	0.2%	2.7%	1.3%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp

KIPP Endeavor College Preparatory Charter

Board District: 2 | Region: East | Location Code: 5163

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.

	2023-2024						2024-2025						2025-2026					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	29	10.2%	15,302	6.5%	211,186	10.6%	25	9.6%	13,052	5.9%	198,853	10.4%	23	9.4%	10,142	4.9%	174,300	9.5%
At-Risk 4-5 Years	33	11.6%	15,717	6.7%	136,188	6.8%	26	10.0%	11,406	5.2%	115,009	6.0%	28	11.4%	11,109	5.4%	113,143	6.2%
EL 0-3 Years	75	26.3%	60,574	25.7%	519,651	26.0%	62	23.8%	57,726	26.1%	516,862	26.9%	47	19.2%	48,131	23.5%	467,800	25.6%
EL 4+ Years & Not At-Risk or LTEL	50	17.5%	14,725	6.2%	207,768	10.4%	53	20.4%	13,775	6.2%	178,306	9.3%	37	15.1%	11,946	5.8%	170,621	9.3%
EL Total	187	65.6%	106,318	45.0%	1,074,793	53.8%	166	63.8%	95,959	43.3%	1,009,030	52.6%	135	55.1%	81,328	39.7%	925,864	50.7%
RFEP	98	34.4%	129,789	55.0%	924,422	46.2%	94	36.2%	125,465	56.7%	909,298	47.4%	110	44.9%	123,618	60.3%	900,560	49.3%
Total Ever EL	285	100.0%	236,107	100.0%	1,999,215	100.0%	260	100.0%	221,424	100.0%	1,918,328	100.0%	245	100.0%	204,946	100.0%	1,826,424	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesltel.asp

KIPP Endeavor College Preparatory Charter

Board District: 2 | Region: East | Location Code: 5163

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						2025-2026					
	School			Los Angeles Unified			School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	508			529,902			518			516,685			540			497,105		
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**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	64	100.0%	12.6%	78,319	100.0%	14.8%	78	100.0%	15.1%	80,505	100.0%	15.6%	89	100.0%	16.5%	81,470	100.0%	16.4%
High Incidence	50	78.1%	9.8%	52,153	66.6%	9.8%	58	74.4%	11.2%	52,412	65.1%	10.1%	67	75.3%	12.4%	51,757	63.5%	10.4%
Low Incidence	14	21.9%	2.8%	26,162	33.4%	4.9%	20	25.6%	3.9%	28,084	34.9%	5.4%	22	24.7%	4.1%	29,702	36.5%	6.0%
Autism	8	12.5%	1.6%	18,713	23.9%	3.5%	15	19.2%	2.9%	20,802	25.8%	4.0%	17	19.1%	3.1%	22,739	27.9%	4.6%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%	0	0.0%	0.0%	10	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%	0	0.0%	0.0%	172	0.2%	0.0%
Emotional Disturbance	2	3.1%	0.4%	1,148	1.5%	0.2%	1	1.3%	0.2%	1,082	1.3%	0.2%	0	0.0%	0.0%	964	1.2%	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%	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%	0	0.0%	0.0%	903	1.1%	0.2%
Intellectual Disability	4	6.3%	0.8%	3,393	4.3%	0.6%	4	5.1%	0.8%	3,381	4.2%	0.7%	4	4.5%	0.7%	3,259	4.0%	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%	0	0.0%	0.0%	1,043	1.3%	0.2%
Other Health Impairment	9	14.1%	1.8%	10,930	14.0%	2.1%	8	10.3%	1.5%	11,596	14.4%	2.2%	8	9.0%	1.5%	12,092	14.8%	2.4%
Orthopedic Impairment	0	0.0%	0.0%	533	0.7%	0.1%	0	0.0%	0.0%	434	0.5%	0.1%	1	1.1%	0.2%	405	0.5%	0.1%
Specific Learning Disability	31	48.4%	6.1%	29,615	37.8%	5.6%	38	48.7%	7.3%	29,368	36.5%	5.7%	42	47.2%	7.8%	28,727	35.3%	5.8%
Speech or Language Impairment	10	15.6%	2.0%	11,608	14.8%	2.2%	12	15.4%	2.3%	11,448	14.2%	2.2%	17	19.1%	3.1%	10,938	13.4%	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%	0	0.0%	0.0%	59	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%	0	0.0%	0.0%	158	0.2%	0.0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Attachment C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
KIPP ENDEAVOR COLLEGE PREPARATORY CHARTER
BOARD OF EDUCATION REPORT 095 – 26/27
October 13 , 2026

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2027 until June 30, 2032 to serve up to 663 students in grades TK-8 in each year of the charter term.

II. Summary Description of Current District Practice:
Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:
The approval of this charter petition would renew the charter of KIPP Endeavor College Preparatory Charter for five (5) years beginning July 1, 2027 until June 30, 2032.

IV. Effects of This Proposal:
The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:
If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services. Student Integration Services provided feedback for the charter petition to ensure compliance.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

BLANCA A. MONASTER, ED.D.
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

Board of Education Report

File #: Rep-099-26/27, **Version:** 1 **Agenda Date:** 10/13/2026
In Control: Charter Schools Division

Approval of the Renewal Petition for Rise Kohyang Middle [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Rise Kohyang Middle) Recommends approval of the renewal petition for Rise Kohyang Middle, a Middle performing, Start-Up Independent charter school, with a benchmark in the area of academic engagement (Chronic Absenteeism), located in Board District 2 and Region East, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 450 students in grades 6-8 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Rise Kohyang Middle ("Charter School"), a Start-Up Independent charter school, with a benchmark in the area of academic engagement (Chronic Absenteeism), located in Board District 2 and Region East, for a term of five (5) years, beginning July 1, 2027 until June 30, 2032, to serve up to 450 students in grades 6-8 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
Rise Kohyang Middle is a 6-8 school currently serving 259 students on a private facility at 600 S. La Fayette Park Place, Los Angeles, CA, 90057 in Board District 2 and Region East. Rise Kohyang Middle was originally approved by the LAUSD Board of Education on March 1, 2011. On December 8, 2020, the charter school was renewed for a five-year term to serve 450 students in grades 6-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Rise Kohyang Middle expires June 30, 2027.

On July 16, 2026, Rise Kohyang Middle submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through October 14, 2026.

An initial Public Hearing was held on August 25, 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 Rise Kohyang Middle governing board members complete questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. Additionally, resumes and due

diligence forms are requested from Rise Kohyang Middle's Lead Petitioner; Executive Director/Chief Executive Officer or equivalent; Principal or equivalent; Financial manager or equivalent; and Chief Financial Officer or equivalent, as applicable. A confidential due diligence review of the charter school, the governing organization, and school's leaders, may be conducted by the Office of the Inspector General (OIG) as appropriate, and to the extent the OIG identifies any material concerns, 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 14 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, applicable policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms set forth in Charter School's renewal petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the renewal petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal petition, Charter School would be

authorized to continue operations as a charter school for the charter term beginning July 1, 2027.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal 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 renewal 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. 099, 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's renewal petition.

Policy Implications:
All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact:
State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law, including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and,

to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:
As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

Issues and Analysis:
If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:
Signature Page
Attachment A- Staff Assessment and Recommendation Report
Attachment B- Rise Kohyang Middle Data Set
Attachment C- Desegregation Impact Statement

Budget, Petition, CORE Data (if applicable), and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/10eodnI_6aKhzodHH3sz_11RDDKLtj9TP?usp=sharing>

Submitted:
9/17/26

RESPECTFULLY SUBMITTED,

ANDRÉS E. CHAIT
Superintendent of Schools

APPROVED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Division of Data, Strategy, and Innovation

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 099-26/27
October 13, 2026

School Name:	**Rise Kohyang Middle**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 14, 2026**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Bright Star Schools**		
Location Code:	**5177**		
Type of Site(s):	**Private**		
Site Address(es):	**600 S. La Fayette Park Place, Los Angeles, CA 90057**		
Board District(s):	**2**	Region(s):	**East**
Grade Levels Served:	**6-8**	Current Enrollment:	**259**
Grade Levels Authorized in Current Charter:	**6-8**	Approved Enrollment in Current Charter:	**450**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2026 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval with a benchmark for a five (5)-year term (2027-2032)**		
PROPOSED BENCHMARKS:	The following benchmark is proposed for Rise Kohyang Middle for the 2027-2032 charter term: In each year of the charter term, the charter school shall demonstrate progress on the Chronic Absenteeism Indicator for All Students as reported on the California School Dashboard by making progress towards lowering student absences by achieving a Declined or Declined Significantly from the prior year as measured by Change Level; or by achieving a percentage of students that are chronically absent that is equal to or lower than the state percentage of students that are chronically absent. As part of ongoing oversight, the District will review the charter school's performance at its annual oversight visit to determine any appropriate actions, including consideration of the school's progress upon submission of a renewal petition at the end of the term of the charter.		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Rise Kohyang Middle ("Charter School"), with a benchmark in the area of academic engagement, located in Board District 2 and Region East, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 450 students in grades 6-8 in each year of the charter term.

II. RENEWAL REQUIREMENTS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 14 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
  These criteria have been determined not to be bases for denial.

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)
  These criteria have been determined not to be bases for denial.

Charter Petition Requirement:

In accordance with Education Code section 47611.5, a charter school charter shall contain a declaration regarding whether or not the charter school shall be deemed the exclusive public school employer of the employees at the charter school for the purposes of Section 3540.1 of the Government Code, and that declaration shall not be materially inconsistent with the charter.

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?
  This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	Rise Kohyang Middle
Initial Authorization:	On March 1, 2011, Rise Kohyang Middle (formerly named Rise Ko Hyang Middle) was authorized by the LAUSD Board of Education to serve 450 students in grades 6-8.
Most Recent Renewal:	The charter was renewed on December 8, 2020, for a five-year term (July 1, 2021 - June 30, 2026) to serve up to 450 students in grades 6-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Rise Kohyang Middle expires June 30, 2027.
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on December 8, 2020, to amend governance and staffing provisions as well as admission requirements and lottery preferences.
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Rise Kohyang Middle submitted its renewal petition application on July 16, 2026. The 90-day statutory timeline for Board action on the petition runs through October 14, 2026.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Rise Kohyang Middle implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Rise Kohyang Middle participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Rise Kohyang Middle is operated by Bright Star Schools (BSS), a California nonprofit public benefit corporation that also operates eight (8) other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

A. Summary

Rise Kohyang Middle has been identified by the state as a Middle performing charter school. The recommendation for renewal considers the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard ("Dashboard"), and whether there was clear and convincing verified data evidence showing the charter school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School's Dashboard performance was not higher than the state for a majority of the applicable academic indicators. However, the school submitted verified data that was determined to be overall clear and convincing for both ELA and Math. The recommendation of approval is based on a holistic review of the charter school, including the verified data outcomes.

Please see the Rise Kohyang Middle data set and verified data reports.

a. 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.

Rise Kohyang Middle Dashboard Indicators

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
Dashboard 2023	Orange	Orange	Not Applicable	Orange	Not Applicable	Orange	Not Applicable	Orange
Dashboard 2024	Orange	Yellow	No Performance Color	Green	Not Applicable	Yellow	Not Applicable	Orange
Dashboard 2025	Yellow	Yellow	Green	Blue	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)

b. 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 three of five numerically significant student groups. In 2024 in ELA, the charter school's DFS was lower than the state for All Students, and lower than the state for five of six numerically significant student groups. In 2025 in ELA, the charter school's DFS was lower than the state for All Students, and higher than the state for four of five numerically significant student groups.

Rise Kohyang Middle - English Language Arts Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**325**	**-27.7**	**-13.6**	**Lower**
Asian	100%	62	4.3	61.8	Lower
Latino	100%	236	-37.6	-40.2	Higher
English Learner	100%	125	-77.3	-67.7	Lower
Socioeconomically Disadvantaged	100%	307	-29.4	-42.6	Higher
Students with Disabilities	98%	48	-91.4	-96.3	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Rise Kohyang Middle - English Language Arts Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**285**	**-31.0**	**-13.2**	**Lower**
Asian	100%	52	20.7	60.7	Lower
Latino	100%	217	-40.3	-39.3	Lower
English Learner	99%	118	-73.6	-67.6	Lower
Long-Term English Learner	98%	38	-114.1	-109.6	Lower
Socioeconomically Disadvantaged	100%	263	-32.5	-40.9	Higher
Students with Disabilities	100%	45	-103.9	-95.6	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Rise Kohyang Middle - English Language Arts Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**98%**	**253**	**-10.0**	**-8.1**	**Lower**
Asian	100%	34	57.1	61.9	Lower
Latino	98%	204	-19.4	-33.7	Higher
English Learner	99%	127	-51.0	-59.9	Higher
Socioeconomically Disadvantaged	99%	241	-11.8	-35.3	Higher
Students with Disabilities	100%	45	-79.0	-89.4	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

c. Math Indicator

In 2023 in Math, the charter school's DFS was lower than the state for All Students, and lower than the state for all numerically significant student groups. In 2024 in Math, the charter school's DFS was lower than the state for All Students, and lower than the state for four of six numerically significant student groups. In 2025 in Math, the charter school's DFS was lower than the state for All Students, and lower than the state for four of five student groups.

To continue to improve student performance in this area, school leaders report implementing a double block of Math that encompasses a two-year accelerated scope and sequence covering

three years of math, vertical alignment of Math Department to ensure common strategies, and implementation of interim assessments aligned to CAASPP (SBAC).

Rise Kohyang Middle - Mathematics Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**323**	**-86.4**	**-49.1**	**Lower**
Asian	100%	62	-11.5	50.8	Lower
Latino	99%	234	-107.1	-80.8	Lower
English Learner	99%	124	-125.0	-93.4	Lower
Socioeconomically Disadvantaged	99%	305	-89.7	-80.8	Lower
Students with Disabilities	98%	48	-154.2	-127.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Rise Kohyang Middle - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**284**	**-76.2**	**-47.6**	**Lower**
Asian	100%	52	11.1	49.5	Lower
Latino	99%	215	-93.2	-79.2	Lower
English Learner	98%	117	-105.6	-93.4	Lower
Long-Term English Learner	93%	37	-144.1	-163.5	Higher
Socioeconomically Disadvantaged	99%	262	-78.2	-78.2	Same
Students with Disabilities	98%	44	-143.4	-124.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Rise Kohyang Middle - Mathematics Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**259**	**-61.0**	**-42.4**	**Lower**
Asian	100%	35	50.4	51.9	Lower
Latino	98%	205	-77.2	-73.6	Lower
English Learner	99%	132	-93.4	-86.1	Lower
Socioeconomically Disadvantaged	99%	247	-63.4	-72.9	Higher
Students with Disabilities	100%	45	-128.9	-120.7	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

d. Science Indicator

In 2024 in Science, the charter school's Science Points (SPs) were lower than the state for All Students, and lower than the state for two of three numerically significant student groups. In 2025 in Science, the charter school's SPs were higher than the state for All Students, and higher than the state for all numerically significant student groups.

To continue to increase student outcomes in science school leaders report utilization of data-informed scaffolding strategies and implementation of culturally responsive practices, hands-on investigation, interactive digital tools, collaborative projects, and real-world relevance.

Rise Kohyang Middle - Science Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**100%**	**124**	**47.4**	**51.2**	**Lower**
Latino	100%	88	44.3	45.4	Lower
English Learner	100%	46	37.1	39.0	Lower
Socioeconomically Disadvantaged	100%	115	46.8	45.6	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Rise Kohyang Middle - Science Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**98%**	**108**	**53.1**	**52.6**	**Higher**
Latino	98%	86	52.3	47.1	Higher
English Learner	100%	49	46.0	41.1	Higher
Socioeconomically Disadvantaged	98%	105	52.7	47.1	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

e. English Learner Progress Indicator

In 2023, 2024, and 2025 on the English Learner Progress Indicator (ELPI), the charter school's English Learner Progress Rate was higher than the state.

Rise Kohyang Middle - English Learner Progress Indicator - 2023 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	75	56.0%	48.7%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Rise Kohyang Middle - English Learner Progress Indicator - 2024 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	62	64.5%	45.7%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Rise Kohyang Middle - English Learner Progress Indicator - 2025 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	51	72.5%	46.4%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

f. College/Career Indicator
Not applicable

g. Chronic Absenteeism Indicator
In 2023 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was lower than the state for All Students, and for all numerically significant student groups. In 2024, the charter schools rate of chronic absenteeism was lower than the state for All Students, and for four of six numerically significant student groups. In 2025, the charter school's rate of chronic absenteeism was higher than the state for All Students, and for two of five numerically significant student groups.

As noted above, staff is recommending a benchmark in Chronic Absenteeism for All Students. In order to continue to improve student outcomes in Chronic Absenteeism, charter school leaders report utilizing a 3-Tier approach where Tier 1 is a focus on prevention and engagement with attendance incentives, schoolwide events and assemblies, and consistent communication with families and students that emphasizes daily attendance. Tiers 2 and 3 involve weekly meetings to review attendance data, personalized messages to students with more absences, meetings with families and students to identify and connect with appropriate resources.

h. Graduation Rate Indicator
Not applicable

i. Suspension Rate Indicator
In 2023 on the Suspension Rate Indicator, the charter school's percentage of students suspended at least once was lower than the state for All Students, and for three of five numerically significant student groups. In 2024 on the Suspension Rate Indicator, the charter school's percentage of students suspended at least once was higher than the state for All Students, and for three of six numerically significant student groups. In 2025, the charter school's percentage of students suspended at least one day was lower than the state for All Students, and 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 categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit

following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for Rise Kohyang Middle outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2024-2025	*Developing*
2025-2026	*Proficient*
Concerns	The rating of *Developing* in 2024-2025 was due to the average of Dashboard indicators.

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Developing*
Concerns	The rating of *Developing* in 2025-2026 was primarily due to a material weakness reported in BSS' 2024-2025 independent audit report, related to internal controls over financial reporting. See further details in the Fiscal Management and Performance section below.

VI. VERIFIED DATA

Charter schools satisfying the Middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school's achieved measurable increases in academic achievement, or strong postsecondary outcomes for the timeframe specified in law. (Ed. Code, § 47607.2(b)(3).)

Per Education Code section 47607.2 (c)(2), the State Board of Education established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. When a verified data source does not provide an official participation rate, the District will calculate the participation rate using the number of students assessed as compared to the Stability Count (the number of students enrolled for a minimum of 245 consecutive calendar days at the same school) as reported publicly on DataQuest. If Stability Count is not available for a particular, the District will use the charter

school's norm enrollment as the comparison number. However, if the assessment provides the number of students assessed as compared to the total number of students enrolled in the assessment, the District will calculate a participation rate using those reported numbers.

Rise Kohyang Middle submitted verified data for consideration as part of its renewal application. The submission included verified data reports from i-Ready.

ELA
Charter School provided data for Reading from "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2023-2024, 2024-2025, and 2025-2026 for All Students and for the following student groups: Asian, English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities.

In accordance with i-Ready's Median Progress to Typical Growth targets[1] to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth," for 2023-2024 and 2025-2026 the charter school met growth expectations for All Students and a majority of student groups. For 2024-2025, the charter school met growth expectations for All Students and all student groups. For 2023-2024, 2024-2025, and 2025-2026, the charter school appears to include results of at least 95 percent of eligible students when applying the estimated participation rate.

MATH
Charter School provided data for Math from an "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2023-2024, 2024-2025, and 2025-2026 for All Students and for the following student groups: Asian, English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities.

In accordance with i-Ready's Median Progress to Typical Growth targets[2] to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth," for 2023-2024 the charter school met growth expectations for All Students but did not meet growth expectations for a majority of student groups. For 2024-2025, the charter school met growth expectations for All Students and all student groups. For 2025-2026, the charter school met growth expectations for All Students and a majority of student groups. For 2023-2024, 2024-2025, and 2025-2026, the charter school appears to include results of at least 95 percent of eligible students when applying the estimated participation rate.

In light of the above, the verified data submitted by Rise Kohyang Middle is considered clear and convincing in ELA and Math.

Please see the Rise Kohyang Middle verified data reports.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition
Rise Kohyang Middle's ending net assets are positive and have been upward trending since the 2021-2022 fiscal year.

[1] i-Ready Median Progress to Typical Growth targets in Reading to be 75% in Grades K-5 and 45% in Grades 6-8.
[2] i-Ready Median Progress to Typical Growth targets in Math are 80% in Grades K-5 and 60% in Grades 6-8.

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Ending Net Assets	$2,457,910	$3,095,216	$3,169,983	$3,336,407	$3,410,494
Net Income/Loss	$1,365,881	$637,306	$74,767	$166,424	$74,087
Transfers In/Out	($16,631)	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment [A]	343	336	304	284	259

[A] Rise Kohyang Middle stated that it plans to increase enrollment through various means, for example, by increasing community engagement. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

b. 2024-2025 Independent Audit Report
Audit Opinion: Unmodified/Unqualified
Material Weaknesses: Yes. See the description below.
Deficiencies/Findings: Yes. See the description below.
Lack of a Going Concern: None Reported

BSS' 2024-2025 annual independent audit report identified a material weakness related to internal controls over financial reporting. BSS has implemented corrective actions with specific steps to address this audit finding. The CSD will continue to monitor this issue through its oversight process, including a review of BSS' 2025-2026 independent audit report to evaluate the implementation of corrective actions.

c. Other Significant Fiscal Information
The financial condition of the charter operator is summarized in the table below.

Bright Star Schools					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Ending Net Assets	Net Income / (Loss)	Ending Net Assets	Net Income / (Loss)
9	9	$106,578,590	$34,771,714	$6,689,678	($268,193)[1]

[1]According to the charter operator, much of the BSS organization's $268,193 net loss for FY 2024-2025, excluding its related parties and charter schools, was attributable to the BSS Business Office Team's strategic decision to centrally absorb certain organizational and school-site costs, including expenses related to enrollment challenges, Special Education services, and facilities. Notwithstanding the net loss, as summarized in the table above, the BSS organization reported positive ending net assets of approximately $106.6 million, including its related parties

and charter schools, and approximately $6.7 million, excluding its related parties and charter schools, as of June 30, 2025.

Rise Kohyang Middle

Board District: 2 | Region: East | Location Code: 5177

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	325	-27.7	-2.6	Maintained	Orange	-13.6	Lower	100%	285	-31.0	-3.2	Declined	Orange	-13.2	Lower	98%	253	-10.0	20.9	Increased Significantly	Yellow	-8.1	Lower
African American/Black	94%	17	-66.3	--	--	--	-59.6	--	100%	14	-92.4	-26.1	Declined Significantly	--	-58.9	--	100%	12	-49.3	43.2	Increased Significantly	--	-51.3	--
Asian	100%	62	4.3	-8.3	Declined	Yellow	61.8	Lower	100%	52	20.7	16.4	Increased Significantly	Blue	60.7	Lower	100%	34	57.1	36.4	Increased Significantly	Blue	61.9	Lower
English Learner	100%	125	-77.3	-3.5	Declined	Red	-67.7	Lower	99%	118	-73.6	3.8	Increased	Orange	-67.6	Lower	99%	127	-51.0	22.5	Increased Significantly	Yellow	-59.9	Higher
Latino	100%	236	-37.6	0.2	Maintained	Orange	-40.2	Higher	100%	217	-40.3	-2.8	Maintained	Orange	-39.3	Lower	98%	204	-19.4	20.9	Increased Significantly	Yellow	-33.7	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	98%	38	-114.1	1.5	Maintained	Red	-109.6	Lower	100%	21	-88.2	25.8	Increased Significantly	--	-104.5	--
Socioeconomically Disadvantaged	100%	307	-29.4	0.7	Maintained	Orange	-42.6	Higher	100%	263	-32.5	-3.2	Declined	Orange	-40.9	Higher	99%	241	-11.8	20.7	Increased Significantly	Yellow	-35.3	Higher
Students with Disabilities	98%	48	-91.4	11.2	Increased	Orange	-96.3	Higher	100%	45	-103.9	-12.4	Declined	Red	-95.6	Lower	100%	45	-79.0	24.9	Increased Significantly	Orange	-89.4	Higher

Data Sources: California School Dashboard Research data files.

Rise Kohyang Middle

Board District: 2 | Region: East | Location Code: 5177

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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	99%	323	-86.4	-6.6	Declined	Orange	-49.1	Lower	99%	284	-76.2	10.1	Increased	Yellow	-47.6	Lower	99%	259	-61.0	15.2	Increased Significantly	Yellow	-42.4	Lower
African American/Black	94%	17	-115.4	--	--	--	-104.5	--	100%	15	-145.8	-30.4	Declined Significantly	--	-102.2	--	100%	13	-106.7	39.1	Increased Significantly	--	-95.8	--
Asian	100%	62	-11.5	-1.6	Maintained	Yellow	50.8	Lower	100%	52	11.1	22.6	Increased Significantly	Blue	49.5	Lower	100%	35	50.4	39.3	Increased Significantly	Blue	51.9	Lower
English Learner	99%	124	-125.0	-9.6	Declined	Red	-93.4	Lower	98%	117	-105.6	19.4	Increased Significantly	Orange	-93.4	Lower	99%	132	-93.4	12.2	Increased	Yellow	-86.1	Lower
Latino	99%	234	-107.1	-8.1	Declined	Red	-80.8	Lower	99%	215	-93.2	13.9	Increased	Yellow	-79.2	Lower	98%	205	-77.2	16.0	Increased Significantly	Yellow	-73.6	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	93%	37	-144.1	22.6	Increased Significantly	Orange	-163.5	Higher	100%	21	-158.5	-14.4	Declined	--	-158.9	--
Socioeconomically Disadvantaged	99%	305	-89.7	-3.1	Declined	Orange	-80.8	Lower	99%	262	-78.2	11.4	Increased	Yellow	-78.2	Same	99%	247	-63.4	14.9	Increased	Yellow	-72.9	Higher
Students with Disabilities	98%	48	-154.2	-4.5	Declined	Red	-127.3	Lower	98%	44	-143.4	10.8	Increased	Orange	-124.3	Lower	100%	45	-128.9	14.5	Increased	Orange	-120.7	Lower

Data Sources: California School Dashboard Research data files.

Rise Kohyang Middle

Board District: 2 | Region: East | Location Code: 5177

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														
	Dashboard 2024						Dashboard 2025							
Student Group	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%	124	47.4	--	51.2	Lower	98%	108	53.1	5.7	Increased Significantly	Green	52.6	Higher
Asian	100%	27	60.0	--	66.7	--	100%	15	64.7	4.7	Increased	--	67.0	--
English Learner	100%	46	37.1	--	39.0	Lower	100%	49	46.0	8.9	Increased Significantly	Green	41.1	Higher
Latino	100%	88	44.3	--	45.4	Lower	98%	86	52.3	7.9	Increased Significantly	Green	47.1	Higher
Long-Term English Learner	100%	16	29.5	--	32.8	--	100%	10	*	*	*	*	34.0	*
Socioeconomically Disadvantaged	100%	115	46.8	--	45.6	Higher	98%	105	52.7	6.0	Increased Significantly	Green	47.1	Higher
Students with Disabilities	100%	17	34.1	--	36.7	--	100%	16	43.9	9.8	Increased Significantly	--	38.3	--

Data Sources: California School Dashboard Research data files.

Rise Kohyang Middle

Board District: 2 | Region: East | Location Code: 5177

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 30 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	75	56.0%	-14.3	Declined Significantly	Orange	48.7%	Higher	62	64.5%	8.5	Increased	Green	45.7%	Higher	51	72.5%	8.0	Increased	Blue	46.4%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	35	71.4%	12.3	Increased Significantly	Blue	45.8%	Higher	14	92.9%	21.4	Increased Significantly	--	49.1%	--

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	56.0%	0%	36.0%	8.0%	45.7%	2.3%	32.2%	18.3%
2024	EL	64.5%	0%	25.8%	9.7%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	71.4%	0%	14.3%	14.3%	41.6%	3.4%	28.5%	24.7%
2025	EL	72.5%	0%	23.5%	3.9%	44.6%	1.3%	35.5%	17.2%
2025	LTEL	92.9%	0%	0.0%	7.1%	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.

Rise Kohyang Middle

Board District: 2 | Region: East | Location Code: 5177

CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	362	20.2%	-2.5	Declined	Orange	24.3%	Lower	330	18.5%	-1.7	Declined	Yellow	18.6%	Lower	292	20.5%	2.1	Increased	Red	17.1%	Higher
African American/Black	18	27.8%	--	--	--	36.4%	--	18	22.2%	-5.6	Declined	--	31.3%	--	15	46.7%	24.4	Increased	--	29.8%	--
Asian	66	7.6%	-11.1	Declined	Green	10.1%	Lower	56	5.4%	-2.2	Declined	Green	7.5%	Lower	40	10.0%	4.6	Increased	Orange	6.7%	Higher
English Learner	92	22.8%	-4.3	Declined	Orange	26.3%	Lower	83	20.5%	-2.3	Declined	Orange	20.1%	Higher	72	20.8%	0.4	Maintained	Red	18.1%	Higher
Homeless Youth	12	33.3%	--	--	--	38.7%	--	13	15.4%	-17.9	Declined	--	32.7%	--	1	*	*	*	*	30.7%	*
Latino	265	22.6%	-0.8	Declined	Orange	28.4%	Lower	253	21.3%	-1.3	Declined	Orange	21.7%	Lower	230	20.0%	-1.3	Declined	Yellow	20.1%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	40	22.5%	-7.5	Declined	Orange	23.9%	Lower	22	18.2%	-4.3	Declined	--	22.5%	--
Socioeconomically Disadvantaged	335	21.2%	-2.2	Declined	Orange	29.9%	Lower	302	19.9%	-1.3	Declined	Yellow	23.4%	Lower	276	20.3%	0.4	Maintained	Red	21.7%	Lower
Students with Disabilities	51	29.4%	7.5	Increased	Red	33.1%	Lower	47	34.0%	4.6	Increased	Red	26.3%	Higher	47	23.4%	-10.6	Declined	Orange	24.9%	Lower

Data Sources: California School Dashboard Research data files.

Rise Kohyang Middle

Board District: 2 | Region: East | Location Code: 5177

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	371	2.7%	1.6	Increased	Orange	3.5%	Lower	340	3.5%	0.8	Increased	Orange	3.2%	Higher	298	0.3%	-3.2	Declined Significantly	Blue	2.9%	Lower
African American/Black	18	5.6%	--	--	--	8.8%	--	19	10.5%	5.0	Increased	--	8.4%	--	17	0.0%	-10.5	Declined	--	7.7%	--
Asian	69	2.9%	2.9	Increased	Orange	1.1%	Higher	56	0.0%	-2.9	Declined	Blue	1.0%	Lower	40	0.0%	0.0	Maintained	Blue	1.0%	Lower
English Learner	95	4.2%	4.2	Increased	Orange	3.7%	Higher	85	3.5%	-0.7	Declined	Yellow	3.4%	Higher	72	0.0%	-3.5	Declined	Blue	3.2%	Lower
Homeless Youth	12	8.3%	--	--	--	6.5%	--	13	0.0%	-8.3	Declined	--	5.7%	--	2	*	*	*	*	5.1%	*
Latino	271	2.2%	1.1	Increased	Orange	3.8%	Lower	261	3.8%	1.6	Increased	Orange	3.4%	Higher	231	0.4%	-3.4	Declined Significantly	Blue	3.0%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	41	7.3%	1.4	Increased	Red	8.1%	Lower	22	0.0%	-7.3	Declined	--	7.0%	--
Socioeconomically Disadvantaged	340	2.9%	2.1	Increased	Orange	4.5%	Lower	312	3.2%	0.3	Increased	Orange	4.0%	Lower	282	0.4%	-2.9	Declined	Blue	3.6%	Lower
Students with Disabilities	52	3.8%	3.8	Increased	Orange	5.9%	Lower	47	6.4%	2.5	Increased	Red	5.4%	Higher	47	0.0%	-6.4	Declined	Blue	5.0%	Lower

Data Sources: California School Dashboard Research data files.

Rise Kohyang Middle

Board District: 2 | Region: East | Location Code: 5177

Local Indicators Report

Local Indicators - CA School Dashboard Indicator			
Priority	**2023 Dashboard**	**2024 Dashboard**	**2025 Dashboard**
Basic Services and Conditions (Priority 1)	Standard Met	Standard Met	Standard Met
Implementation of State Academic Standards (Priority 2)	Standard Met	Standard Met	Standard Met
Parent and Family Engagement (Priority 3)	Standard Met	Standard Met	Standard Met
School Climate (Priority 6)	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study (Priority 7)	Standard Met	Standard Met	Standard Met

Data Sources: California School Dashboard Local Indicators Research data files.

Rise Kohyang Middle

Board District: 2 | Region: East | Location Code: 5177

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group									
	2023-2024			2024-2025			2025-2026		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	303	529,902	5,837,690	280	516,685	5,806,221	260	497,105	5,731,260
F/R Meal	91.1%	80.6%	61.6%	93.6%	81.9%	62.7%	92.7%	82.2%	62.4%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A	0.0%	14.1%	N/A
English Learner	22.8%	20.1%	18.4%	24.3%	18.6%	17.4%	22.7%	16.4%	16.2%
Foster Youth	0.3%	0.6%	0.5%	0.4%	0.5%	0.5%	0.4%	0.5%	0.5%
Homeless Youth	1.7%	2.1%	3.6%	0.7%	2.7%	4.0%	1.5%	2.4%	3.8%
Socioeconomically Disadvantaged	91.4%	81.3%	62.7%	93.9%	82.4%	63.6%	92.7%	82.7%	63.1%
Students w/ Disabilities	14.2%	14.8%	13.7%	16.1%	15.6%	14.2%	16.5%	16.4%	14.8%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%	0.8%	0.3%	0.8%
African American/Black	5.3%	7.3%	4.9%	5.0%	7.1%	4.9%	3.1%	7.2%	4.8%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	17.8%	3.4%	9.9%	13.2%	3.3%	10.1%	11.2%	3.3%	10.3%
Filipino	0.7%	1.7%	2.2%	0.4%	1.6%	2.2%	1.9%	1.7%	2.2%
Latino	76.2%	73.8%	56.1%	79.6%	73.6%	56.1%	80.8%	72.9%	56.0%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%	0.0%	0.1%	0.4%
White	0.0%	9.8%	20.3%	1.4%	9.7%	20.0%	2.7%	9.7%	19.7%
Two or More Races	0.0%	2.0%	4.6%	0.4%	2.1%	4.8%	0.4%	2.2%	4.9%
Not Reported	0.0%	1.8%	1.1%	0.0%	2.2%	1.2%	0.0%	2.7%	1.3%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp

Rise Kohyang Middle

Board District: 2 | Region: East | Location Code: 5177

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.

	2023-2024						2024-2025						2025-2026					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	29	12.8%	15,302	6.5%	211,186	10.6%	19	8.8%	13,052	5.9%	198,853	10.4%	16	8.1%	10,142	4.9%	174,300	9.5%
At-Risk 4-5 Years	2	0.9%	15,717	6.7%	136,188	6.8%	2	0.9%	11,406	5.2%	115,009	6.0%	4	2.0%	11,109	5.4%	113,143	6.2%
EL 0-3 Years	20	8.8%	60,574	25.7%	519,651	26.0%	35	16.2%	57,726	26.1%	516,862	26.9%	24	12.1%	48,131	23.5%	467,800	25.6%
EL 4+ Years & Not At-Risk or LTEL	18	7.9%	14,725	6.2%	207,768	10.4%	12	5.6%	13,775	6.2%	178,306	9.3%	15	7.6%	11,946	5.8%	170,621	9.3%
EL Total	69	30.4%	106,318	45.0%	1,074,793	53.8%	68	31.5%	95,959	43.3%	1,009,030	52.6%	59	29.8%	81,328	39.7%	925,864	50.7%
RFEP	158	69.6%	129,789	55.0%	924,422	46.2%	148	68.5%	125,465	56.7%	909,298	47.4%	139	70.2%	123,618	60.3%	900,560	49.3%
Total Ever EL	227	100.0%	236,107	100.0%	1,999,215	100.0%	216	100.0%	221,424	100.0%	1,918,328	100.0%	198	100.0%	204,946	100.0%	1,826,424	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesltel.asp

Rise Kohyang Middle

Board District: 2 | Region: East | Location Code: 5177

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						2025-2026					
	School			Los Angeles Unified			School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	303			529,902			280			516,685			260			497,105		
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**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	43	100.0%	14.2%	78,319	100.0%	14.8%	45	100.0%	16.1%	80,505	100.0%	15.6%	43	100.0%	16.5%	81,470	100.0%	16.4%
High Incidence	38	88.4%	12.5%	52,153	66.6%	9.8%	40	88.9%	14.3%	52,412	65.1%	10.1%	36	83.7%	13.8%	51,757	63.5%	10.4%
Low Incidence	5	11.6%	1.7%	26,162	33.4%	4.9%	5	11.1%	1.8%	28,084	34.9%	5.4%	7	16.3%	2.7%	29,702	36.5%	6.0%
Autism	4	9.3%	1.3%	18,713	23.9%	3.5%	4	8.9%	1.4%	20,802	25.8%	4.0%	7	16.3%	2.7%	22,739	27.9%	4.6%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%	0	0.0%	0.0%	10	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%	0	0.0%	0.0%	172	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%	0	0.0%	0.0%	964	1.2%	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%	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%	0	0.0%	0.0%	903	1.1%	0.2%
Intellectual Disability	0	0.0%	0.0%	3,393	4.3%	0.6%	1	2.2%	0.4%	3,381	4.2%	0.7%	0	0.0%	0.0%	3,259	4.0%	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%	0	0.0%	0.0%	1,043	1.3%	0.2%
Other Health Impairment	8	18.6%	2.6%	10,930	14.0%	2.1%	10	22.2%	3.6%	11,596	14.4%	2.2%	9	20.9%	3.5%	12,092	14.8%	2.4%
Orthopedic Impairment	0	0.0%	0.0%	533	0.7%	0.1%	0	0.0%	0.0%	434	0.5%	0.1%	0	0.0%	0.0%	405	0.5%	0.1%
Specific Learning Disability	27	62.8%	8.9%	29,615	37.8%	5.6%	28	62.2%	10.0%	29,368	36.5%	5.7%	26	60.5%	10.0%	28,727	35.3%	5.8%
Speech or Language Impairment	3	7.0%	1.0%	11,608	14.8%	2.2%	2	4.4%	0.7%	11,448	14.2%	2.2%	1	2.3%	0.4%	10,938	13.4%	2.2%
Traumatic Brain Injury	1	2.3%	0.3%	66	0.1%	0.0%	0	0.0%	0.0%	66	0.1%	0.0%	0	0.0%	0.0%	59	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%	0	0.0%	0.0%	158	0.2%	0.0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Attachment C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
RISE KOHYANG MIDDLE
BOARD OF EDUCATION REPORT 099– 26/27
October 13, 2026

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2027 until June 30, 2032 to serve up to 450 students in grades 6-8 in each year of the charter term.

II. Summary Description of Current District Practice:
Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:
The approval of this charter petition would renew the charter of Rise Kohyang Middle for five (5) years beginning July 1, 2027 until June 30, 2032.

IV. Effects of This Proposal:
The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:
If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services. Student Integration Services provided feedback for the charter petition to ensure compliance.

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. ABRAHAMS, III
Executive Director
Student Integration Services

File #: Rep-093-26/27, **Version:** 1 **Agenda Date:** 10/13/2026
In Control: Charter Schools Division

Approval of the Renewal Petition for ISANA Himalia Academy [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for ISANA Himalia Academy) Recommends approval of the renewal petition for ISANA Himalia Academy, a Middle performing, Start-Up Independent charter school, located in Board District 5 and Region East, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 756 students in grades TK-8 in each year of the charter term.

Action Proposed:
Approve the renewal petition for ISANA Himalia Academy ("Charter School"), a Start-Up Independent charter school, located in Board District 5 and Region East, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 756 students in grades TK-8 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
ISANA Himalia Academy is a TK-8 span school currently serving 642 students on three (3) private facilities at (1) 4607 S. Central Avenue, Los Angeles, CA 90011; (2) 4700 S. Central Avenue, Los Angeles, CA 90011; and (3) 4501 S. Wadsworth Avenue, Los Angeles, CA 90011 in Board District 5 and Region East. ISANA Himalia Academy was originally approved by the California State Board of Education on November 3, 2016. On November 24, 2020, the charter school was renewed for a five-year term to serve 756 students in grades TK-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for ISANA Himalia Academy expires June 30, 2027.

On July 16, 2026, ISANA Himalia Academy submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through October 14, 2026.

An initial Public Hearing was held on August 25, 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 ISANA Himalia Academy governing board members complete questionnaires so the District may

assess whether any conflicts of interest arise based on the information provided. Additionally, resumes and due diligence forms are requested from ISANA Himalia Academy's Lead Petitioner; Executive Director/Chief Executive Officer or equivalent; Principal or equivalent; Financial manager or equivalent; and Chief Financial Officer or equivalent, as applicable. A confidential due diligence review of the charter school, the governing organization, and school's leaders, may be conducted by the Office of the Inspector General (OIG) as appropriate, and to the extent the OIG identifies any material concerns, 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 14 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, applicable policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms set forth in Charter School's renewal petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the renewal petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2027.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal 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 renewal petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 093, 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's renewal petition.

Policy Implications:
All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact:
State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law, including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support

the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:
As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

Issues and Analysis:
If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:
Signature Page
Attachment A- Staff Assessment and Recommendation Report
Attachment B- ISANA Himalia Academy Data Set
Attachment C- Desegregation Impact Statement

Budget, Petition, CORE Data (if applicable), and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/17Qa60gRbh4m9qtYK6RocLY9SIHCWfSwY?usp=sharing>

Submitted:
9/17/26

RESPECTFULLY SUBMITTED,

ANDRÉS E. CHAIT
Superintendent of Schools

APPROVED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Division of Data, Strategy, and Innovation

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 093-26/27
October 13, 2026

School Name:	**ISANA Himalia Academy**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 14, 2026**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**ISANA**		
Location Code:	**2488**		
Type of Site(s):	**(1) Private** **(2) Private** **(3) Private**		
Site Address(es):	**(1) 4607 S. Central Avenue, Los Angeles, CA 90011** **(2) 4700 S. Central Avenue, Los Angeles, CA 90011** **(3) 4501 S. Wadsworth Avenue, Los Angeles, CA 90011**		
Board District(s):	**5**	Region(s):	**East**
Grade Levels Served:	**TK-8**	Current Enrollment:	**642**
Grade Levels Authorized in Current Charter:	**TK-8**	Approved Enrollment in Current Charter:	**756**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2026 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval for a five (5)-year term (2027-2032)**		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for ISANA Himalia Academy ("Charter School"), located in Board District 5 and Region East, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 756 students in grades TK-8 in each year of the charter term.

II. RENEWAL REQUIREMENTS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools

Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 14 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

	ISANA Himalia Academy
Initial Authorization:	On November 3, 2016, ISANA Himalia Academy (formerly Celerity Himalia Charter School) was authorized by the California State Board of Education to serve 590 students in grades K-5.
Most Recent Renewal:	The charter was renewed on November 24, 2020, for a five-year term (July 1, 2021 - June 30, 2026) to serve up to 756 students in grades TK-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one

	ISANA Himalia Academy
Most Recent Renewal (Cont.):	additional year. Thus, by operation of law, the charter term for ISANA Himalia Academy expires June 30, 2027.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	On November 24, 2020, as part of the school's most recent renewal, the LAUSD Board of Education issued the following benchmarks to ISANA Himalia Academy: 1. The school is required to provide complete copies of the semi-annual audit reports compiled by an independent outside auditor following the outside auditor's assessments of the school's compliance with the ISANA organization's financial policies and procedures. These audits cover six-month periods and must be completed within six months of the last calendar day of the period audited, and pertain to the semi-annual periods that span from January 1, 2018 through June 30, 2021. Copies of each of these reports shall be provided to the Charter Schools Division within ten business days of the ISANA organization's receipt from the outside auditor. 2. By July 1, 2021, the school's governing board must provide a comprehensive update to ISANA Academies' (CMO) austerity plan that includes 1) Specific plans and actions, including ISANA Academies' revised five-year balanced budget and cash flows (including descriptions of all assumptions), that maintain monthly positive cash balances and indicate consistent improvement toward the reversal of the CMO's fiscal insolvency by the end of Fiscal Year 2025-2026; 2) Specific plans and actions that indicate reduction and or settlement of the CMO's and its charter schools' intraorganizational borrowing (i.e., CMO and its charter schools' intraorganizational loan repayment terms and repayment schedules); and 3) Specific timeframes and additional details that confirm the governing board's commitment to indicate consistent improvement to ISANA Academies that positively alter the current fiscal trajectory of the entire organization. 3. The school's governing board will provide a written report on a quarterly basis, beginning on December 15, 2021 and continuing through the end of Fiscal Year 2025-2026, regarding ISANA Academies' progress in successfully executing the revised five-year budget, as referenced in the fiscal benchmark above. 4. The charter school will achieve Increased or Increased Significantly in Change Level for Students with Disabilities on the ELA and Math California School Dashboard over the term of the charter with the goal of achieving a Status level that is

	ISANA Himalia Academy
Board Benchmarks in Current Charter Term (Cont.):	the same or higher than the applicable state levels by the time the charter is presented for renewal. The school's annual progress will be reviewed at the school's Annual Performance-Based Oversight Visit Report by the district Please see the "Additional Information" section below.
Submission of Renewal Petition Application:	ISANA Himalia Academy submitted its renewal petition application on July 16, 2026. The 90-day statutory timeline for Board action on the petition runs through October 14, 2026.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	ISANA Himalia Academy implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	ISANA Himalia Academy participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

ISANA Himalia Academy is operated by ISANA, a California nonprofit public benefit corporation that also operates four other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

A. Summary

ISANA Himalia Academy has been identified by the state as a Middle performing charter school. The recommendation for renewal considers the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard ("Dashboard"), and whether there was clear and convincing verified data evidence showing the charter school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School's Dashboard performance was lower than the state for all of the applicable academic indicators. However, the school submitted verified data that was determined to be overall clear and convincing for both ELA and Math. The recommendation of approval is based on a holistic review of the charter school, including the verified data outcomes.

Please see the ISANA Himalia Academy data set and verified data reports.

a. 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.

ISANA Himalia Academy Dashboard Indicators

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
Dashboard 2023	Orange	Yellow	Not Applicable	Red	Not Applicable	Red	Not Applicable	Blue
Dashboard 2024	Yellow	Yellow	No Performance Color	Green	Not Applicable	Yellow	Not Applicable	Blue
Dashboard 2025	Yellow	Orange	Orange	Yellow	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)

b. English Language Arts Indicator

In 2023 in English Language Arts (ELA), the charter school's DFS was lower than the state for All Students, and lower than the state for all numerically significant student groups. In 2024 and 2025 in ELA, the charter school's DFS was lower than the state for All Students, and lower than the state for four of five numerically significant student groups.

To increase student outcomes in this area, school leaders report strengthening instructional practices by expanding the Special Education and General Education co-teaching model in ELA and providing professional development and coaching for teachers. School leaders also report using reading and diagnostic assessments to identify targeted interventions and provide additional reading-skills support. Additionally, to promote professional growth, the school is pairing new and veteran educators and strengthening writing instruction through grade-level collaboration.

ISANA Himalia Academy - English Language Arts Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**411**	**-56.4**	**-13.6**	**Lower**
Latino	100%	409	-56.6	-40.2	Lower
English Learner	100%	235	-79.2	-67.7	Lower
Socioeconomically Disadvantaged	100%	409	-56.4	-42.6	Lower
Students with Disabilities	100%	56	-122.8	-96.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

ISANA Himalia Academy - English Language Arts Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**434**	**-51.6**	**-13.2**	**Lower**
Latino	100%	433	-51.8	-39.3	Lower
English Learner	100%	253	-76.1	-67.6	Lower
Long-Term English Learner	100%	46	-108.8	-109.6	Higher
Socioeconomically Disadvantaged	100%	433	-51.2	-40.9	Lower
Students with Disabilities	100%	65	-123.8	-95.6	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

ISANA Himalia Academy - English Language Arts Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**432**	**-44.3**	**-8.1**	**Lower**
Latino	100%	425	-44.3	-33.7	Lower
English Learner	100%	264	-62.0	-59.9	Lower
Long-Term English Learner	100%	53	-86.9	-104.5	Higher
Socioeconomically Disadvantaged	100%	427	-44.6	-35.3	Lower
Students with Disabilities	100%	62	-113.3	-89.4	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

c. Math Indicator

In 2023 in Math, the charter school's DFS was lower than the state for All Students, and lower than the state for all numerically significant student groups. In 2024 and 2025 in Math, the charter school's DFS was lower than the state for All Students, and higher than the state for one of five numerically significant student groups.

To increase student outcomes in this area, school leaders report strengthening math instruction through targeted scaffolds, differentiation, and student-led problem-solving routines. Diagnostic assessment data and data chats are used to identify targeted interventions and inform instructional planning. The school also utilizes a co-teaching model to address the needs of students with disabilities and provides professional development focused on academic math vocabulary, student discourse, and formative assessments.

ISANA Himalia Academy - Mathematics Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**411**	**-87.5**	**-49.1**	**Lower**
Latino	100%	409	-87.5	-80.8	Lower
English Learner	100%	235	-105.6	-93.4	Lower
Socioeconomically Disadvantaged	100%	409	-87.6	-80.8	Lower
Students with Disabilities	100%	56	-150.4	-127.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

ISANA Himalia Academy - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**436**	**-81.6**	**-47.6**	**Lower**
Latino	100%	435	-81.9	-79.2	Lower
English Learner	100%	255	-107.4	-93.4	Lower
Long-Term English Learner	100%	46	-157.2	-163.5	Higher
Socioeconomically Disadvantaged	100%	435	-81.7	-78.2	Lower
Students with Disabilities	100%	65	-145.9	-124.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

ISANA Himalia Academy - Mathematics Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**436**	**-78.9**	**-42.4**	**Lower**
Latino	100%	429	-79.5	-73.6	Lower
English Learner	100%	267	-95.6	-86.1	Lower
Long-Term English Learner	100%	53	-150.0	-158.9	Higher
Socioeconomically Disadvantaged	100%	431	-79.2	-72.9	Lower
Students with Disabilities	100%	62	-133.0	-120.7	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

d. Science Indicator

In 2024 in Science, the charter school's Science Points (SPs) were lower than the state for All Students, higher than the state for two of three numerically significant student groups, and the same for one numerically significant student group. In 2025 in Science, the charter school's SPs were lower than the state for All Students, and lower than the state for all numerically significant student groups.

To increase student outcomes in this area, charter school leaders report strengthening science instruction by integrating hands-on learning, scientific writing and academic discourse, and embedding language supports.

ISANA Himalia Academy - Science Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**100%**	**138**	**45.6**	**51.2**	**Lower**
Latino	100%	138	45.6	45.4	Higher
English Learner	100%	81	39.5	39.0	Higher
Socioeconomically Disadvantaged	100%	138	45.6	45.6	Same

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

ISANA Himalia Academy - Science Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**99%**	**156**	**43.7**	**52.6**	**Lower**
Latino	99%	156	43.7	47.1	Lower
English Learner	100%	86	40.2	41.1	Lower
Socioeconomically Disadvantaged	99%	153	43.8	47.1	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, 2024, and 2025 on the English Learner Progress Indicator (ELPI), the charter school's English Learner Progress Rate was lower than the state.

To increase student outcomes in this area, charter school leaders report strengthening designated and integrated English Language Development by embedding language supports and academic discourse across content areas, using data to monitor progress and inform instruction, and providing targeted professional development.

ISANA Himalia Academy - English Learner Progress Indicator - 2023 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	269	42.8%	48.7%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

ISANA Himalia Academy - English Learner Progress Indicator - 2024 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	255	45.5%	45.7%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

ISANA Himalia Academy - English Learner Progress Indicator - 2025 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	264	45.8%	46.4%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

f. College/Career Indicator
Not applicable

g. Chronic Absenteeism Indicator
In 2023 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students, and for all numerically significant student groups. In 2024 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students, and higher for four of five numerically significant student groups. In 2025 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students, and lower than the state for four of five numerically significant student groups.

h. Graduation Rate 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

As noted above, ISANA Himalia Academy has three (3) fiscal benchmarks and one (1) academic benchmark in its current term. The following summarizes the outcomes of each benchmark for each of the five years (2021-2026) of the current charter term.

Benchmark 1*: The school is required to provide complete copies of the semi-annual audit reports compiled by an independent outside auditor following the outside auditor's assessments of the school's compliance with the ISANA organization's financial policies and procedures. These audits cover six-month periods and must be completed within six months of the last calendar day of the period audited, and pertain to the semi-annual periods that span from January 1, 2018 through June 30, 2021. Copies of each of these reports shall be provided to the Charter Schools Division within ten business days of the ISANA organization's receipt from the outside auditor.*

Term Years	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Benchmark	Met	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Benchmark 1 was met during Fiscal Year 2021-2022. As such, this benchmark no longer applies to the remainder of Charter School's current charter term.

Benchmark 2: *By July 1, 2021, the school's governing board must provide a comprehensive update to ISANA Academies' (CMO) austerity plan that includes 1) Specific plans and actions, including ISANA Academies' revised five-year balanced budget and cash flows (including descriptions of all assumptions), that maintain monthly positive cash balances and indicate consistent improvement toward the reversal of the CMO's fiscal insolvency by the end of Fiscal Year 2025-2026; 2) Specific plans and actions that indicate reduction and or settlement of the CMO's and its charter schools' intraorganizational borrowing (i.e., CMO and its charter schools' intraorganizational loan repayment terms and repayment schedules); and 3) Specific timeframes and additional details that confirm the governing board's commitment to indicate consistent improvement to ISANA Academies that positively alter the current fiscal trajectory of the entire organization.*

Term Years	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Benchmark	Met	Met	Met	Met	Met

Benchmark 2 was met in each of the five (5) fiscal years from 2021-2022 through 2025-2026.

Benchmark 3: *The school's governing board will provide a written report on a quarterly basis, beginning on December 15, 2021, and continuing through the end of Fiscal Year 2025-2026, regarding ISANA Academies' progress in successfully executing the revised five-year budget, as referenced in the fiscal benchmark above.*

Term Years	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Benchmark	Met	Met	Met	Met	Met

Benchmark 3 was met in each of the five (5) fiscal years from 2021-2022 through 2025-2026.

Note for Benchmark 4: Annual benchmark status updates are based on prior year(s) performance outcomes. For example, benchmarks that require performance level growth (as reported for the years in the table(s) below) are based on available data from the preceding two school years (e.g., 2019-2020 benchmark status is based on 2018 CA Dashboard data and 2019 CA Dashboard data). As CA Dashboard data is unavailable for the 2019-2020 and 2020-2021 school years due to statewide assessment disruptions caused by the COVID-19 pandemic, "No Update" is indicated for applicable benchmarks for 2021-2022 and 2022-2023.

Benchmark 4: *The charter school will achieve Increased or Increased Significantly in Change Level for Students with Disabilities on the ELA and Math California School Dashboard over the term of the charter with the goal of achieving a Status level that is the same or higher than the applicable state levels by the time the charter is presented for renewal. The school's annual progress will be reviewed at the school's Annual Performance-Based Oversight Visit Report by the district.*

Term Years	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Benchmark	No Update	No Update	Not Met	Not Met	Not Met

Benchmark 4 was not met for three (3) years. There was no update given for two (2) years. No update is available for 2021-2022 and 2022-2023.

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

In accordance with Education Code section 47604.32, the District's Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following 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 ISANA Himalia Academy outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2024-2025	*Developing*
2025-2026	*Developing*
Concerns	The rating of *Developing* in 2024-2025 and 2025-2026 was due to the average rating of Dashboard indicators.

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

VI. VERIFIED DATA

Charter schools satisfying the Middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school's achieved measurable increases in academic achievement, or strong postsecondary outcomes for the timeframe specified in law. (Ed. Code, § 47607.2(b)(3).)

Per Education Code section 47607.2 (c)(2), the State Board of Education established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. When a verified data source does not provide an official participation rate, the District will calculate the participation rate using the number of students assessed as compared to the Stability Count (the number of students enrolled for a minimum of 245 consecutive calendar days at the same school) as reported publicly on DataQuest. If Stability Count is not available for a particular year, the District will use the charter school's norm enrollment as the comparison number. However, if the assessment provides the number of students assessed as compared to the total number of students enrolled in the assessment, the District will calculate a participation rate using those reported numbers.

ISANA Himalia Academy submitted verified data for consideration as part of its renewal application. The submission included verified data reports from i-Ready.

ELA

Charter School provided data for Reading from "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2023-2024, 2024-2025, and 2025-2026 for All Students and for the following student groups: English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities.

In accordance with i-Ready's Median Progress to Typical Growth targets[1] to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth," for 2023-2024 and 2024-2025 the charter school met growth expectations for All Students and a majority of student groups. For 2025-2026, the charter school met growth expectations for All Students and all student groups. For 2023-2024, 2024-2025, and 2025-2026, the charter school appears to include results of at least 95 percent of eligible students when applying the estimated participation rate.

MATH

Charter School provided data for Math from an "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2023-2024, 2024-2025, and 2025-2026 for All Students and for the following student groups: English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities.

In accordance with i-Ready's Median Progress to Typical Growth targets[2] to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth," for 2023-2024 and 2024-2025 the charter school met growth expectations for All Students and a majority of student groups. For 2025-2026, the charter school met growth expectations for All Students and all student groups. For 2023-2024, 2024-2025, and 2025-2026, the charter school appears to include results of at least 95 percent of eligible students when applying the estimated participation rate.

In light of the above, the verified data submitted by ISANA Himalia Academy is considered clear and convincing in ELA and Math.

Please see the ISANA Himalia Academy verified data reports.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

ISANA Himalia Academy's ending net assets are positive and have been upward trending since the 2021-2022 fiscal year.

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Ending Net Assets	$4,799,680	$6,766,512	$8,874,821	$10,489,399	$11,557,855
Net Income/Loss	$1,230,922	$1,966,832	$2,108,309	$1,614,578	$1,068,456
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment [A]	658	635	648	655	642

[1] i-Ready Median Progress to Typical Growth targets in Reading to be 75% in Grades K-5 and 45% in Grades 6-8.

[2] i-Ready Median Progress to Typical Growth targets in Math are 80% in Grades K-5 and 60% in Grades 6-8.

[A] ISANA Himalia Academy stated that it plans to increase enrollment through various means, for example, by increasing community engagement. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

b. 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.

ISANA					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Ending Net Assets	Net Income / (Loss)	Ending Net Assets	Net Income / (Loss)
6[1]	5[1]	$41,087,762	$2,391,233	$4,156,614	$379,772

[1]Aside from the five (5) LAUSD-authorized ISANA charter schools, ISANA operates one (1) additional Southern California school: ISANA Achernar Academy (authorized by Compton Unified School District).

As noted above, ISANA Himalia met all the LAUSD Board-approved fiscal benchmarks for FYs 2021-2022 through 2025-2026.

ISANA Himalia Academy

Board District: 5 | Region: East | Location Code: 2488

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	411	-56.4	-0.3	Maintained	Orange	-13.6	Lower	100%	434	-51.6	4.8	Increased	Yellow	-13.2	Lower	100%	432	-44.3	7.3	Increased	Yellow	-8.1	Lower
English Learner	100%	235	-79.2	3.0	Increased	Orange	-67.7	Lower	100%	253	-76.1	3.1	Increased	Orange	-67.6	Lower	100%	264	-62.0	14.1	Increased	Yellow	-59.9	Lower
Latino	100%	409	-56.6	-0.6	Maintained	Orange	-40.2	Lower	100%	433	-51.8	4.8	Increased	Yellow	-39.3	Lower	100%	425	-44.3	7.5	Increased	Yellow	-33.7	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	100%	46	-108.8	-22.0	Declined Significantly	Red	-109.6	Higher	100%	53	-86.9	21.9	Increased Significantly	Orange	-104.5	Higher
Socioeconomically Disadvantaged	100%	409	-56.4	0.3	Maintained	Orange	-42.6	Lower	100%	433	-51.2	5.1	Increased	Yellow	-40.9	Lower	100%	427	-44.6	6.6	Increased	Yellow	-35.3	Lower
Students with Disabilities	100%	56	-122.8	8.9	Increased	Orange	-96.3	Lower	100%	65	-123.8	-1.0	Maintained	Red	-95.6	Lower	100%	62	-113.3	10.5	Increased	Orange	-89.4	Lower

Data Sources: California School Dashboard Research data files.

ISANA Himalia Academy

Board District: 5 | Region: East | Location Code: 2488

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	411	-87.5	7.1	Increased	Yellow	-49.1	Lower	100%	436	-81.6	5.9	Increased	Yellow	-47.6	Lower	100%	436	-78.9	2.7	Maintained	Orange	-42.4	Lower
English Learner	100%	235	-105.6	10.5	Increased	Orange	-93.4	Lower	100%	255	-107.4	-1.8	Maintained	Red	-93.4	Lower	100%	267	-95.6	11.7	Increased	Orange	-86.1	Lower
Latino	100%	409	-87.5	7.0	Increased	Yellow	-80.8	Lower	100%	435	-81.9	5.7	Increased	Yellow	-79.2	Lower	100%	429	-79.5	2.4	Maintained	Orange	-73.6	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	100%	46	-157.2	-8.0	Declined	Red	-163.5	Higher	100%	53	-150.0	7.3	Increased	Orange	-158.9	Higher
Socioeconomically Disadvantaged	100%	409	-87.6	6.8	Increased	Yellow	-80.8	Lower	100%	435	-81.7	5.9	Increased	Yellow	-78.2	Lower	100%	431	-79.2	2.5	Maintained	Orange	-72.9	Lower
Students with Disabilities	100%	56	-150.4	2.6	Maintained	Red	-127.3	Lower	100%	65	-145.9	4.5	Increased	Orange	-124.3	Lower	100%	62	-133.0	12.9	Increased	Orange	-120.7	Lower

Data Sources: California School Dashboard Research data files.

ISANA Himalia Academy

Board District: 5 | Region: East | Location Code: 2488

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														
	Dashboard 2024						Dashboard 2025							
Student Group	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%	138	45.6	--	51.2	Lower	99%	156	43.7	-1.9	Maintained	Orange	52.6	Lower
English Learner	100%	81	39.5	--	39.0	Higher	100%	86	40.2	0.7	Maintained	Orange	41.1	Lower
Latino	100%	138	45.6	--	45.4	Higher	99%	156	43.7	-1.9	Maintained	Orange	47.1	Lower
Long-Term English Learner	100%	21	33.1	--	32.8	--	100%	19	33.2	0.0	Maintained	--	34.0	--
Socioeconomically Disadvantaged	100%	138	45.6	--	45.6	Same	99%	153	43.8	-1.8	Maintained	Orange	47.1	Lower
Students with Disabilities	100%	23	37.1	--	36.7	--	100%	18	28.9	-8.2	Declined Significantly	--	38.3	--

Data Sources: California School Dashboard Research data files.

ISANA Himalia Academy

Board District: 5 | Region: East | Location Code: 2488

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 30 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	269	42.8%	-14.0	Declined Significantly	Red	48.7%	Lower	255	45.5%	2.7	Increased	Green	45.7%	Lower	264	45.8%	0.3	Maintained	Yellow	46.4%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	44	63.6%	3.6	Increased	Green	45.8%	Higher	50	54.0%	-9.6	Declined	Orange	49.1%	Higher

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	41.3%	1.5%	30.1%	27.1%	45.7%	2.3%	32.2%	18.3%
2024	EL	45.5%	0.0%	28.2%	26.3%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	63.6%	0.0%	20.5%	15.9%	41.6%	3.4%	28.5%	24.7%
2025	EL	45.1%	0.8%	37.9%	16.3%	44.6%	1.3%	35.5%	17.2%
2025	LTEL	50.0%	4.0%	26.0%	20.0%	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.

ISANA Himalia Academy

Board District: 5 | Region: East | Location Code: 2488

CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																							
	Dashboard 2023							Dashboard 2024							Dashboard 2025								
Student Group	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	640	32.3%	-0.3	Maintained	Red	24.3%	Higher	655	24.0%	-8.4	Declined Significantly	Yellow	18.6%	Higher	658	19.9%	-4.1	Declined Significantly	Yellow	17.1%	Higher
English Learner	353	32.6%	-3.6	Declined Significantly	Yellow	26.3%	Higher	341	26.1%	-6.5	Declined Significantly	Yellow	20.1%	Higher	326	18.7%	-7.4	Declined Significantly	Yellow	18.1%	Higher
Latino	633	32.2%	-0.6	Declined	Orange	28.4%	Higher	646	24.0%	-8.2	Declined Significantly	Yellow	21.7%	Higher	648	19.8%	-4.2	Declined Significantly	Yellow	20.1%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	49	20.4%	-4.2	Declined	Orange	23.9%	Lower	55	16.4%	-4.0	Declined	Yellow	22.5%	Lower
Socioeconomically Disadvantaged	636	32.5%	-0.5	Declined	Orange	29.9%	Higher	650	23.8%	-8.7	Declined Significantly	Yellow	23.4%	Higher	647	20.2%	-3.6	Declined Significantly	Yellow	21.7%	Lower
Students with Disabilities	84	41.7%	-3.5	Declined	Orange	33.1%	Higher	96	32.3%	-9.4	Declined	Orange	26.3%	Higher	101	24.8%	-7.5	Declined	Orange	24.9%	Lower

Data Sources: California School Dashboard Research data files.

ISANA Himalia Academy

Board District: 5 | Region: East | Location Code: 2488

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																						
	Dashboard 2023							Dashboard 2024							Dashboard 2025							
Student Group	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	652	0.5%	0.2	Maintained	Blue	3.5%	Lower	663	0.3%	-0.2	Maintained	Blue	3.2%	Lower	664	0.0%	-0.3	Declined	Blue	2.9%	Lower	
English Learner	357	0.6%	0.6	Increased	Yellow	3.7%	Lower	343	0.0%	-0.6	Declined	Blue	3.4%	Lower	327	0.0%	0.0	Maintained	Blue	3.2%	Lower	
Latino	645	0.5%	0.2	Maintained	Blue	3.8%	Lower	652	0.3%	-0.2	Maintained	Blue	3.4%	Lower	654	0.0%	-0.3	Declined	Blue	3.0%	Lower	
Long-Term English Learner	--	--	--	--	--	--	--	49	0.0%	-1.6	Declined	Blue	8.1%	Lower	55	0.0%	0.0	Maintained	Blue	7.0%	Lower	
Socioeconomically Disadvantaged	647	0.5%	0.2	Maintained	Blue	4.5%	Lower	656	0.3%	-0.2	Maintained	Blue	4.0%	Lower	653	0.0%	-0.3	Declined	Blue	3.6%	Lower	
Students with Disabilities	85	2.4%	-0.3	Declined	Green	5.9%	Lower	97	0.0%	-2.4	Declined	Blue	5.4%	Lower	102	0.0%	0.0	Maintained	Blue	5.0%	Lower	

Data Sources: California School Dashboard Research data files.

ISANA Himalia Academy

Board District: 5 | Region: East | Location Code: 2488

Local Indicators Report

Local Indicators - CA School Dashboard Indicator			
Priority	**2023 Dashboard**	**2024 Dashboard**	**2025 Dashboard**
Basic Services and Conditions (Priority 1)	Standard Met	Standard Met	Standard Met
Implementation of State Academic Standards (Priority 2)	Standard Met	Standard Met	Standard Met
Parent and Family Engagement (Priority 3)	Standard Met	Standard Met	Standard Met
School Climate (Priority 6)	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study (Priority 7)	Standard Met	Standard Met	Standard Met

Data Sources: California School Dashboard Local Indicators Research data files.

ISANA Himalia Academy

Board District: 5 | Region: East | Location Code: 2488

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group									
	2023-2024			2024-2025			2025-2026		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	648	529,902	5,837,690	655	516,685	5,806,221	643	497,105	5,731,260
F/R Meal	95.1%	80.6%	61.6%	96.5%	81.9%	62.7%	94.7%	82.2%	62.4%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A	0.0%	14.1%	N/A
English Learner	51.2%	20.1%	18.4%	49.3%	18.6%	17.4%	49.1%	16.4%	16.2%
Foster Youth	0.5%	0.6%	0.5%	0.2%	0.5%	0.5%	0.5%	0.5%	0.5%
Homeless Youth	0.2%	2.1%	3.6%	0.2%	2.7%	4.0%	0.2%	2.4%	3.8%
Socioeconomically Disadvantaged	97.4%	81.3%	62.7%	97.4%	82.4%	63.6%	95.8%	82.7%	63.1%
Students w/ Disabilities	13.1%	14.8%	13.7%	13.4%	15.6%	14.2%	16.3%	16.4%	14.8%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%	0.5%	0.3%	0.8%
African American/Black	0.3%	7.3%	4.9%	0.5%	7.1%	4.9%	0.3%	7.2%	4.8%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.0%	3.4%	9.9%	0.0%	3.3%	10.1%	0.3%	3.3%	10.3%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%	0.0%	1.7%	2.2%
Latino	98.6%	73.8%	56.1%	98.5%	73.6%	56.1%	98.3%	72.9%	56.0%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%	0.0%	0.1%	0.4%
White	0.2%	9.8%	20.3%	0.2%	9.7%	20.0%	0.2%	9.7%	19.7%
Two or More Races	0.0%	2.0%	4.6%	0.0%	2.1%	4.8%	0.0%	2.2%	4.9%
Not Reported	0.9%	1.8%	1.1%	0.9%	2.2%	1.2%	0.9%	2.7%	1.3%

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

ISANA Himalia Academy

Board District: 5 | Region: East | Location Code: 2488

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.

	2023-2024						2024-2025						2025-2026					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	38	7.9%	15,302	6.5%	211,186	10.6%	45	9.8%	13,052	5.9%	198,853	10.4%	33	7.3%	10,142	4.9%	174,300	9.5%
At-Risk 4-5 Years	72	15.0%	15,717	6.7%	136,188	6.8%	44	9.5%	11,406	5.2%	115,009	6.0%	33	7.3%	11,109	5.4%	113,143	6.2%
EL 0-3 Years	160	33.4%	60,574	25.7%	519,651	26.0%	165	35.8%	57,726	26.1%	516,862	26.9%	159	35.4%	48,131	23.5%	467,800	25.6%
EL 4+ Years & Not At-Risk or LTEL	62	12.9%	14,725	6.2%	207,768	10.4%	69	15.0%	13,775	6.2%	178,306	9.3%	91	20.3%	11,946	5.8%	170,621	9.3%
EL Total	332	69.3%	106,318	45.0%	1,074,793	53.8%	323	70.1%	95,959	43.3%	1,009,030	52.6%	316	70.4%	81,328	39.7%	925,864	50.7%
RFEP	147	30.7%	129,789	55.0%	924,422	46.2%	138	29.9%	125,465	56.7%	909,298	47.4%	133	29.6%	123,618	60.3%	900,560	49.3%
Total Ever EL	479	100.0%	236,107	100.0%	1,999,215	100.0%	461	100.0%	221,424	100.0%	1,918,328	100.0%	449	100.0%	204,946	100.0%	1,826,424	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesltel.asp

ISANA Himalia Academy

Board District: 5 | Region: East | Location Code: 2488

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						2025-2026					
	School			Los Angeles Unified			School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	648			529,902			655			516,685			643			497,105		
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**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	84	100.0%	13.0%	78,319	100.0%	14.8%	88	100.0%	13.4%	80,505	100.0%	15.6%	105	100.0%	16.3%	81,470	100.0%	16.4%
High Incidence	74	88.1%	11.4%	52,153	66.6%	9.8%	79	89.8%	12.1%	52,412	65.1%	10.1%	87	82.9%	13.5%	51,757	63.5%	10.4%
Low Incidence	10	11.9%	1.5%	26,162	33.4%	4.9%	9	10.2%	1.4%	28,084	34.9%	5.4%	18	17.1%	2.8%	29,702	36.5%	6.0%
Autism	7	8.3%	1.1%	18,713	23.9%	3.5%	6	6.8%	0.9%	20,802	25.8%	4.0%	13	12.4%	2.0%	22,739	27.9%	4.6%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%	0	0.0%	0.0%	10	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%	0	0.0%	0.0%	172	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%	0	0.0%	0.0%	964	1.2%	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%	0	0.0%	0.0%	1	0.0%	0.0%
Hard of Hearing	1	1.2%	0.2%	971	1.2%	0.2%	1	1.1%	0.2%	931	1.2%	0.2%	2	1.9%	0.3%	903	1.1%	0.2%
Intellectual Disability	1	1.2%	0.2%	3,393	4.3%	0.6%	1	1.1%	0.2%	3,381	4.2%	0.7%	2	1.9%	0.3%	3,259	4.0%	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%	0	0.0%	0.0%	1,043	1.3%	0.2%
Other Health Impairment	17	20.2%	2.6%	10,930	14.0%	2.1%	14	15.9%	2.1%	11,596	14.4%	2.2%	16	15.2%	2.5%	12,092	14.8%	2.4%
Orthopedic Impairment	0	0.0%	0.0%	533	0.7%	0.1%	0	0.0%	0.0%	434	0.5%	0.1%	0	0.0%	0.0%	405	0.5%	0.1%
Specific Learning Disability	23	27.4%	3.5%	29,615	37.8%	5.6%	26	29.5%	4.0%	29,368	36.5%	5.7%	23	21.9%	3.6%	28,727	35.3%	5.8%
Speech or Language Impairment	34	40.5%	5.2%	11,608	14.8%	2.2%	39	44.3%	6.0%	11,448	14.2%	2.2%	48	45.7%	7.5%	10,938	13.4%	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%	0	0.0%	0.0%	59	0.1%	0.0%
Visual Impairment	1	1.2%	0.2%	185	0.2%	0.0%	1	1.1%	0.2%	175	0.2%	0.0%	1	1.0%	0.2%	158	0.2%	0.0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Attachment C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
ISANA HIMALIA ACADEMY
BOARD OF EDUCATION REPORT 093 -- 26/27
October 13, 2026

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2027 until June 30, 2032 to serve up to 756 students in grades TK-8 in each year of the charter term.

II. Summary Description of Current District Practice:
Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:
The approval of this charter petition would renew the charter of ISANA Himalia Academy for five (5) years beginning July 1, 2027 until June 30, 2032.

IV. Effects of This Proposal:
The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:
If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services. Student Integration Services provided feedback for the charter petition to ensure compliance.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

BLANCA A. MONASTER ED.D.
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

File #: Rep-106-26/27, **Version:** 1 **Agenda Date:** 10/13/2026
In Control: Charter Schools Division

Approval of the Renewal Petition for Vista Horizon Global Academy [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Vista Horizon Global Academy) Recommends approval of the renewal petition for Vista Horizon Global Academy, a Middle performing, Start-Up Independent charter school, with a benchmark in the area of academics (ELA for Latino students) located in Board District 5 and Region West, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 450 students in grades TK-5 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Vista Horizon Global Academy ("Charter School"), a Start-Up Independent charter school, with a benchmark in the area of academics (ELA for Latino students), located in Board District 5 and Region West, for a term of five (5) years, beginning July 1, 2027 until June 30, 2032, to serve up to 450 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:
Vista Horizon Global Academy is a TK-5 school currently serving 173 students on a District site (Hobart Boulevard Elementary) through Proposition 39 at 980 S. Hobart Boulevard, Los Angeles, CA, 90006 in Board District 5 and Region West. Vista Horizon Global Academy was originally approved by the LAUSD Board of Education on November 27, 2018. This is the charter school's first consideration for renewal. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Vista Horizon Global Academy expires June 30, 2027.

On July 16, 2026, Vista Horizon Global Academy submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through October 14, 2026.

An initial Public Hearing was held on August 25, 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 Vista Horizon Global Academy governing board members complete questionnaires so the District may

assess whether any conflicts of interest arise based on the information provided. Additionally, resumes and due diligence forms are requested from Vista Horizon Global Academy's Lead Petitioner; Executive Director/Chief Executive Officer or equivalent; Principal or equivalent; Financial manager or equivalent; and Chief Financial Officer or equivalent, as applicable. A confidential due diligence review of the charter school, the governing organization, and school's leaders, may be conducted by the Office of the Inspector General (OIG) as appropriate, and to the extent the OIG identifies any material concerns, 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 14 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, applicable policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms set forth in Charter School's renewal petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the renewal petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2027.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal 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 renewal 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. 106, 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's renewal petition.

Policy Implications:
All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact:
State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law, including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support

the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:
As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

Issues and Analysis:
If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:
Signature Page
Attachment A- Staff Assessment and Recommendation Report
Attachment B- Vista Horizon Global Academy Data Set
Attachment C- Desegregation Impact Statement

Budget, Petition, CORE Data (if applicable), and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1KkKcX15wlHe2PLCN6LJwCS_8M91UyLh8?usp=sharing>

Submitted:
9/17/26

RESPECTFULLY SUBMITTED,

ANDRÉS E. CHAIT
Superintendent of Schools

APPROVED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Division of Data, Strategy, and Innovation

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

Attachment A

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 106-26/27
October 13, 2026

School Name:	**Vista Horizon Global Academy**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 14, 2026**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Vista Charter Public Schools**		
Location Code:	**5270**		
Type of Site(s):	**District-Proposition 39 Co-Location**		
Site Address(es):	**980 S. Hobart Boulevard, Los Angeles CA 90006 (Hobart Boulevard Elementary)**		
Board District(s):	**5**	Region(s):	**West**
Grade Levels Served:	**TK-5**	Current Enrollment:	**173**
Grade Levels Authorized in Current Charter:	**TK-5**	Approved Enrollment in Current Charter:	**450**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2026 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval with a benchmark for a five (5)-year term (2027-2032)**		
PROPOSED BENCHMARKS:	The following benchmark is proposed for Vista Horizon Global Academy for the 2027-2032 charter term: In each year of the charter term, the charter school shall demonstrate academic growth in English Language Arts (ELA) for Latino students as reported on the California School Dashboard ELA Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level; or by achieving a DFS that is equal to or higher than the state average DFS. As part of ongoing oversight, the District will review the charter school's performance at its annual oversight visit to determine any appropriate actions, including consideration of the school's progress upon submission of a renewal petition at the end of the term of the charter.		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Vista Horizon Global Academy ("Charter School"), with a benchmark in the area of academics, located in Board District 5 and Region West, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 450 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 14 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

	Vista Horizon Global Academy
Initial Authorization:	On November 27, 2018, Vista Horizon Global Academy was authorized by the LAUSD Board of Education to serve 450 students in grades TK-5.
Most Recent Renewal:	This is the charter school's first consideration for renewal. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Vista Horizon Global Academy expires June 30, 2027.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Vista Horizon Global Academy submitted its renewal petition application on July 16, 2026. The 90-day statutory timeline for Board action on the petition runs through October 14, 2026.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Vista Horizon Global Academy implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Vista Horizon Global Academy participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Vista Horizon Global Academy is operated by Vista Charter Public Schools, a California nonprofit public benefit corporation that also operates one other LAUSD-authorized charter school.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

A. Summary

Vista Horizon Global Academy has been identified by the state as a Middle performing charter school. The recommendation for renewal considers the schoolwide performance and performance of

numerically significant student groups and the state and local indicators reported on the California School Dashboard ("Dashboard"), and whether there was clear and convincing verified data evidence showing the charter school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School's Dashboard performance was lower than the state for a majority of applicable academic indicators, but higher in Math. However, the school submitted verified data that was determined to be clear and convincing in ELA. The recommendation of approval is based on a holistic review of the charter school including the combined outcomes on Dashboard performance and verified data.

Please see the Vista Horizon Global Academy data set and verified data reports.

a. 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.

Vista Horizon Global Academy Dashboard Indicators

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
Dashboard 2023	Orange	Orange	Not Applicable	No Performance Color	Not Applicable	Orange	Not Applicable	Blue
Dashboard 2024	Orange	Yellow	Not Applicable	Red	Not Applicable	Yellow	Not Applicable	Blue
Dashboard 2025	Orange	Orange	Not Applicable	Yellow	Not Applicable	Blue	Not Applicable	Blue

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

b. 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 for one of two numerically significant student groups. In 2024 and 2025 in ELA, the charter school's DFS was lower than the state for All Students, and lower than the state for all numerically significant student groups.

As noted above, staff is recommending a benchmark in English Language Arts for the Latino student group. In order to increase Latino student outcomes in ELA, charter school leaders report adopting a new curriculum, hiring an ELA Coach and an Intervention Coordinator, and providing after school tutoring.

Vista Horizon Global Academy - English Language Arts Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**50**	**-28.4**	**-13.6**	**Lower**
Latino	100%	38	-50.6	-40.2	Lower
Socioeconomically Disadvantaged	100%	45	-30.8	-42.6	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Vista Horizon Global Academy - English Language Arts Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**98%**	**54**	**-53.6**	**-13.2**	**Lower**
Latino	100%	50	-62.8	-39.3	Lower
Socioeconomically Disadvantaged	100%	42	-64.3	-40.9	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Vista Horizon Global Academy - English Language Arts Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**62**	**-65.9**	**-8.1**	**Lower**
Latino	100%	58	-72.6	-33.7	Lower
English Learner	100%	37	-66.4	-59.9	Lower
Socioeconomically Disadvantaged	100%	59	-65.1	-35.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

c. 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 one of two 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 numerically significant student groups.

Vista Horizon Global Academy - Mathematics Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**98%**	**49**	**-66.7**	**-49.1**	**Lower**
Latino	100%	38	-98.4	-80.8	Lower
Socioeconomically Disadvantaged	98%	44	-64.6	-80.8	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Vista Horizon Global Academy - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**98%**	**57**	**-62.2**	**-47.6**	**Lower**
Latino	100%	53	-69.0	-79.2	Higher
English Learner	100%	31	-80.1	-93.4	Higher
Socioeconomically Disadvantaged	100%	44	-66.3	-78.2	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Vista Horizon Global Academy - Mathematics Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**62**	**-66.6**	**-42.4**	**Lower**
Latino	100%	58	-69.7	-73.6	Higher
English Learner	100%	37	-60.5	-86.1	Higher
Socioeconomically Disadvantaged	100%	59	-64.9	-72.9	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

d. Science Indicator

In 2024 and in 2025 in Science, the charter school did not have numerically significant data.

e. English Learner Progress Indicator

In 2023 on the English Learner Progress Indicator (ELPI), the charter school's English Learner Progress Rate was higher than the state. In 2024 and 2025 on the ELPI, the charter school's English Learner Progress Rate was lower than the state.

In order to improve student outcomes in ELPI, charter school leaders report providing targeted small group instruction and intervention based on diagnostic and progress monitoring assessments, as well as implementation of a data platform to track English Learner's progress and identify specific strategies to match areas of student need.

Vista Horizon Global Academy - English Learner Progress Indicator - 2023 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	42	52.4%	48.7%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Vista Horizon Global Academy - English Learner Progress Indicator - 2024 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	99%	42	38.1%	45.7%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Vista Horizon Global Academy - English Learner Progress Indicator - 2025 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	99%	44	40.9%	46.4%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

f. College/Career Indicator

Not applicable

g. Chronic Absenteeism Indicator

In 2023, 2024, and 2025 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was lower than the state for All Students, and for all numerically significant student groups.

h. Graduation Rate Indicator

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

Vista Horizon Global Academy's teachers are represented by Vista Teachers Association (the local chapter affiliated with the California Teachers Association). Classified staff are represented by Vista Unified Chapter #389 of the California School Employees Association.

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 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 Vista Horizon Global Academy outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2024-2025	*Developing*
2025-2026	*Proficient*
Concerns	The rating of *Developing* in 2024-2025 was due to the average of Dashboard indicators.

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

VI. VERIFIED DATA

Charter schools satisfying the Middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school's achieved measurable increases in academic achievement, or strong postsecondary outcomes for the timeframe specified in law. (Ed. Code, § 47607.2(b)(3).)

Per Education Code section 47607.2 (c)(2), the State Board of Education established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. When a verified data source does not provide an official participation rate, the District will calculate the participation rate using the number of students assessed as compared to the Stability Count (the number of students enrolled for a minimum of 245 consecutive calendar days at the same school) as reported publicly on DataQuest. If Stability Count is not available for a particular year, the District will use the charter school's norm enrollment as the comparison number. However, if the assessment provides the number of students assessed as compared to the total number of students enrolled in the assessment, the District will calculate a participation rate using those reported numbers.

Vista Horizon Global Academy submitted verified data for consideration as part of its renewal application. The submission included verified data reports from i-Ready.

ELA

Charter School provided data for Reading from "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2023-2024, 2024-2025, and 2025-2026 for All Students and for the following student groups: English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities.

In accordance with i-Ready's Median Progress to Typical Growth targets[1] to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth," for 2023-2024 and 2024-2025 the charter school met growth expectations for All Students and a majority of student groups. For 2023-2024 and 2024-2025, the charter school appears to include the results of at least 95 percent of eligible students when applying the estimated participation rate. However, for 2025-2026, the charter school did not meet the 95 percent participation rate to be eligible for inclusion as verified data.

In light of the above, the verified data submitted by Vista Horizon Global Academy is considered clear and convincing in ELA.

Please see the Vista Horizon Global Academy verified data reports.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Vista Horizon Global Academy's ending net assets are positive and have been upward trending since the 2021-2022 fiscal year.

[1] i-Ready Median Progress to Typical Growth targets in Reading to be 75% in Grades K-5 and 45% in Grades 6-8.

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Ending Net Assets	$308,451	$718,361	$1,361,861	$1,615,390	$1,938,045
Net Income/Loss	$46,919	$409,910	$643,500	$253,529	$322,655
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment [A]	85	115	143	155	173

[A] Vista Horizon Global Academy stated that it plans to increase enrollment through various means, for example, increasing community engagement, expanding outreach and marketing efforts, and enhancing public-facing recruitment materials. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

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.

Vista Charter Public Schools					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Ending Net Assets	Net Income / (Loss)	Ending Net Assets	Net Income / (Loss)
7[1]	2[1]	$27,242,461	$3,925,821	$0	$0

[1]Aside from the two (2) LAUSD-authorized Vista Charter Public Schools charter schools, Vista Charter Public Schools operates five (5) additional Southern California schools: Vista Heritage Global Academy (authorized by the Orange County Department of Education); Vista Condor Global Academy (authorized by the Orange County Department of Education); Vista Meridian Global Academy (authorized by the Orange County Department of Education); Palm Lane Global Academy (authorized by Anaheim Elementary School District); and Vista Lago Global Academy (authorized by the Riverside County Department of Education).

Vista Horizon Global Academy

Board District: 5 | Region: West | Location Code: 5270

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	50	-28.4	-3.0	Declined	Orange	-13.6	Lower	98%	54	-53.6	-25.2	Declined Significantly	Orange	-13.2	Lower	100%	62	-65.9	-12.3	Declined	Orange	-8.1	Lower
English Learner	100%	26	-67.2	-23.8	Declined Significantly	--	-67.7	--	100%	28	-68.0	-0.8	Maintained	--	-67.6	--	100%	37	-66.4	1.6	Maintained	--	-59.9	Lower
Latino	100%	38	-50.6	9.1	Increased	--	-40.2	Lower	100%	50	-62.8	-12.3	Declined	Orange	-39.3	Lower	100%	58	-72.6	-9.8	Declined	Red	-33.7	Lower
Socioeconomically Disadvantaged	100%	45	-30.8	7.7	Increased	--	-42.6	Higher	100%	42	-64.3	-33.4	Declined Significantly	Orange	-40.9	Lower	100%	59	-65.1	-0.8	Maintained	Orange	-35.3	Lower

Data Sources: California School Dashboard Research data files.

Vista Horizon Global Academy

Board District: 5 | Region: West | Location Code: 5270

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	49	-66.7	-24.2	Declined Significantly	Orange	-49.1	Lower	98%	57	-62.2	4.5	Increased	Yellow	-47.6	Lower	100%	62	-66.6	-4.4	Declined	Orange	-42.4	Lower
English Learner	100%	26	-87.7	-35.3	Declined Significantly	--	-93.4	--	100%	31	-80.1	7.6	Increased	--	-93.4	Higher	100%	37	-60.5	19.6	Increased Significantly	Yellow	-86.1	Higher
Latino	100%	38	-98.4	-19.2	Declined Significantly	--	-80.8	Lower	100%	53	-69.0	29.5	Increased Significantly	Yellow	-79.2	Higher	100%	58	-69.7	-0.7	Maintained	Orange	-73.6	Higher
Socioeconomically Disadvantaged	98%	44	-64.6	-15.6	Declined Significantly	--	-80.8	Higher	100%	44	-66.3	-1.8	Maintained	Orange	-78.2	Higher	100%	59	-64.9	1.4	Maintained	Orange	-72.9	Higher

Data Sources: California School Dashboard Research data files.

Vista Horizon Global Academy

Board District: 5 | Region: West | Location Code: 5270

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														
	Dashboard 2024						Dashboard 2025							
Student Group	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%	17	43.1	--	51.2	--	100%	18	45.2	2.0	Increased	--	52.6	--
Latino	100%	15	39.2	--	45.4	--	100%	15	40.7	1.5	Maintained	--	47.1	--
Socioeconomically Disadvantaged	100%	14	39.6	--	45.6	--	100%	17	45.5	5.9	Increased Significantly	--	47.1	--

Data Sources: California School Dashboard Research data files.

Vista Horizon Global Academy

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CA School Dashboard: English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school for all student groups in grades 1-12. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) shows that the student group has fewer than 30 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	42	52.4%	0.7	Maintained	--	48.7%	Higher	42	38.1%	-14.3	Declined Significantly	Red	45.7%	Lower	44	40.9%	2.8	Increased	Yellow	46.4%	Lower

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	52.4%	0%	38.1%	9.5%	45.7%	2.3%	32.2%	18.3%
2024	EL	38.1%	0%	28.6%	33.3%	43.2%	1.9%	34.4%	19.1%
2025	EL	40.9%	0%	34.1%	25.0%	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.

Vista Horizon Global Academy

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CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	133	13.5%	6.2	Increased	Orange	24.3%	Lower	157	10.2%	-3.3	Declined Significantly	Yellow	18.6%	Lower	162	4.9%	-5.3	Declined Significantly	Blue	17.1%	Lower
Asian	18	11.1%	6.6	Increased	--	10.1%	--	8	*	*	*	*	7.5%	*	4	*	*	*	*	6.7%	*
English Learner	62	11.3%	5.2	Increased	Orange	26.3%	Lower	88	8.0%	-3.3	Declined	Green	20.1%	Lower	73	5.5%	-2.5	Declined	Green	18.1%	Lower
Latino	100	15.0%	5.3	Increased	Orange	28.4%	Lower	138	9.4%	-5.6	Declined	Green	21.7%	Lower	150	5.3%	-4.1	Declined Significantly	Green	20.1%	Lower
Socioeconomically Disadvantaged	114	14.0%	6.1	Increased	Orange	29.9%	Lower	128	11.7%	-2.3	Declined	Yellow	23.4%	Lower	151	5.3%	-6.4	Declined Significantly	Green	21.7%	Lower
Students with Disabilities	7	*	*	*	*	33.1%	*	22	13.6%	--	--	--	26.3%	--	22	4.5%	-9.1	Declined	--	24.9%	--

Data Sources: California School Dashboard Research data files.

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CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																							
	Dashboard 2023							Dashboard 2024							Dashboard 2025								
Student Group	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	167	0.0%	0.0	Maintained	Blue	3.2%	Lower	172	0.0%	0.0	Maintained	Blue	2.9%	Lower		
Asian	19	0.0%	0.0	Maintained	--	1.1%	--	8	*	*	*	*	1.0%	*	4	*	*	*	*	1.0%	*		
English Learner	65	0.0%	0.0	Maintained	Blue	3.7%	Lower	91	0.0%	0.0	Maintained	Blue	3.4%	Lower	79	0.0%	0.0	Maintained	Blue	3.2%	Lower		
Latino	105	0.0%	0.0	Maintained	Blue	3.8%	Lower	148	0.0%	0.0	Maintained	Blue	3.4%	Lower	159	0.0%	0.0	Maintained	Blue	3.0%	Lower		
Socioeconomically Disadvantaged	119	0.0%	0.0	Maintained	Blue	4.5%	Lower	132	0.0%	0.0	Maintained	Blue	4.0%	Lower	158	0.0%	0.0	Maintained	Blue	3.6%	Lower		
Students with Disabilities	7	*	*	*	*	5.9%	*	22	0.0%	--	--	--	5.4%	--	23	0.0%	0.0	Maintained	--	5.0%	--		

Data Sources: California School Dashboard Research data files.

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Board District: 5 | Region: West | Location Code: 5270

Local Indicators Report

Local Indicators - CA School Dashboard Indicator			
Priority	**2023 Dashboard**	**2024 Dashboard**	**2025 Dashboard**
Basic Services and Conditions (Priority 1)	Standard Met	Standard Met	Standard Met
Implementation of State Academic Standards (Priority 2)	Standard Met	Standard Met	Standard Met
Parent and Family Engagement (Priority 3)	Standard Met	Standard Met	Standard Met
School Climate (Priority 6)	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study (Priority 7)	Standard Met	Standard Met	Standard Met

Data Sources: California School Dashboard Local Indicators Research data files.

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Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group									
	2023-2024			2024-2025			2025-2026		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	141	529,902	5,837,690	154	516,685	5,806,221	171	497,105	5,731,260
F/R Meal	68.8%	80.6%	61.6%	92.9%	81.9%	62.7%	83.6%	82.2%	62.4%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A	0.0%	14.1%	N/A
English Learner	56.7%	20.1%	18.4%	46.8%	18.6%	17.4%	48.5%	16.4%	16.2%
Foster Youth	2.8%	0.6%	0.5%	0.0%	0.5%	0.5%	0.6%	0.5%	0.5%
Homeless Youth	0.0%	2.1%	3.6%	0.0%	2.7%	4.0%	1.8%	2.4%	3.8%
Socioeconomically Disadvantaged	75.9%	81.3%	62.7%	92.9%	82.4%	63.6%	85.4%	82.7%	63.1%
Students w/ Disabilities	8.5%	14.8%	13.7%	11.7%	15.6%	14.2%	14.0%	16.4%	14.8%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%	0.0%	0.3%	0.8%
African American/Black	2.1%	7.3%	4.9%	2.6%	7.1%	4.9%	3.5%	7.2%	4.8%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	5.0%	3.4%	9.9%	2.6%	3.3%	10.1%	0.6%	3.3%	10.3%
Filipino	1.4%	1.7%	2.2%	0.0%	1.6%	2.2%	0.6%	1.7%	2.2%
Latino	89.4%	73.8%	56.1%	93.5%	73.6%	56.1%	94.2%	72.9%	56.0%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%	0.0%	0.1%	0.4%
White	0.0%	9.8%	20.3%	0.0%	9.7%	20.0%	0.6%	9.7%	19.7%
Two or More Races	0.0%	2.0%	4.6%	0.0%	2.1%	4.8%	0.0%	2.2%	4.9%
Not Reported	2.1%	1.8%	1.1%	1.3%	2.2%	1.2%	0.6%	2.7%	1.3%

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

Vista Horizon Global Academy

Board District: 5 | Region: West | Location Code: 5270

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.

	2023-2024						2024-2025						2025-2026					
	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%	15,302	6.5%	211,186	10.6%	0	0.0%	13,052	5.9%	198,853	10.4%	0	0.0%	10,142	4.9%	174,300	9.5%
At-Risk 4-5 Years	10	10.8%	15,717	6.7%	136,188	6.8%	7	8.2%	11,406	5.2%	115,009	6.0%	17	17.3%	11,109	5.4%	113,143	6.2%
EL 0-3 Years	65	69.9%	60,574	25.7%	519,651	26.0%	58	68.2%	57,726	26.1%	516,862	26.9%	58	59.2%	48,131	23.5%	467,800	25.6%
EL 4+ Years & Not At-Risk or LTEL	5	5.4%	14,725	6.2%	207,768	10.4%	7	8.2%	13,775	6.2%	178,306	9.3%	8	8.2%	11,946	5.8%	170,621	9.3%
EL Total	80	86.0%	106,318	45.0%	1,074,793	53.8%	72	84.7%	95,959	43.3%	1,009,030	52.6%	83	84.7%	81,328	39.7%	925,864	50.7%
RFEP	13	14.0%	129,789	55.0%	924,422	46.2%	13	15.3%	125,465	56.7%	909,298	47.4%	15	15.3%	123,618	60.3%	900,560	49.3%
Total Ever EL	93	100.0%	236,107	100.0%	1,999,215	100.0%	85	100.0%	221,424	100.0%	1,918,328	100.0%	98	100.0%	204,946	100.0%	1,826,424	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesltel.asp

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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						2025-2026					
	School			Los Angeles Unified			School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	141			529,902			154			516,685			171			497,105		
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**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	12	100.0%	8.5%	78,319	100.0%	14.8%	18	100.0%	11.7%	80,505	100.0%	15.6%	24	100.0%	14.0%	81,470	100.0%	16.4%
High Incidence	12	100.0%	8.5%	52,153	66.6%	9.8%	16	88.9%	10.4%	52,412	65.1%	10.1%	20	83.3%	11.7%	51,757	63.5%	10.4%
Low Incidence	0	0.0%	0.0%	26,162	33.4%	4.9%	2	11.1%	1.3%	28,084	34.9%	5.4%	4	16.7%	2.3%	29,702	36.5%	6.0%
Autism	0	0.0%	0.0%	18,713	23.9%	3.5%	2	11.1%	1.3%	20,802	25.8%	4.0%	4	16.7%	2.3%	22,739	27.9%	4.6%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%	0	0.0%	0.0%	10	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%	0	0.0%	0.0%	172	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%	0	0.0%	0.0%	964	1.2%	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%	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%	0	0.0%	0.0%	903	1.1%	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%	0	0.0%	0.0%	3,259	4.0%	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%	0	0.0%	0.0%	1,043	1.3%	0.2%
Other Health Impairment	3	25.0%	2.1%	10,930	14.0%	2.1%	4	22.2%	2.6%	11,596	14.4%	2.2%	3	12.5%	1.8%	12,092	14.8%	2.4%
Orthopedic Impairment	0	0.0%	0.0%	533	0.7%	0.1%	0	0.0%	0.0%	434	0.5%	0.1%	0	0.0%	0.0%	405	0.5%	0.1%
Specific Learning Disability	1	8.3%	0.7%	29,615	37.8%	5.6%	1	5.6%	0.6%	29,368	36.5%	5.7%	3	12.5%	1.8%	28,727	35.3%	5.8%
Speech or Language Impairment	8	66.7%	5.7%	11,608	14.8%	2.2%	11	61.1%	7.1%	11,448	14.2%	2.2%	14	58.3%	8.2%	10,938	13.4%	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%	0	0.0%	0.0%	59	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%	0	0.0%	0.0%	158	0.2%	0.0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Attachment C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
VISTA HORIZON GLOBAL ACADEMY
BOARD OF EDUCATION REPORT 106 – 26/27
October 13, 2026

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2027 until June 30, 2032 to serve up to 450 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 Vista Horizon Global Academy for five (5) years beginning July 1, 2027 until June 30, 2032.

IV. Effects of This Proposal:
The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:
If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services. Student Integration Services provided feedback for the charter petition to ensure compliance.

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. ABRAHAMS, III
Executive Director
Student Integration Services

Board of Education Report

File #: Rep-069-26/27, **Version:** 1 **Agenda Date:** 10/13/2026
In Control: Charter Schools Division

Approval of the Renewal Petition for Alliance Jack H. Skirball Middle [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Alliance Jack H. Skirball Middle) Recommends approval of the renewal petition for Alliance Jack H. Skirball Middle, a Middle performing, Start-Up Independent charter school, with benchmarks in the areas of academics (English Language Arts for Students with Disabilities; Math for both Students with Disabilities and Long-Term English Learners) and academic engagement (Chronic Absenteeism), located in Board District 7 and Region South, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 450 students in grades 6-8 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Alliance Jack H. Skirball Middle ("Charter School"), a Start-Up Independent charter school, with benchmarks in the areas of academics (English Language Arts for Students with Disabilities; Math for Students with Disabilities and Long-Term English Learners) and academic engagement (Chronic Absenteeism), located in Board District 7 and Region South, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 450 students in grades 6-8 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
Alliance Jack H. Skirball Middle is a 6-8 middle school currently serving 397 students on a private facility at 603 East 115th St., Los Angeles, CA, 90059 in Board District 7 and Region South. Alliance Jack H. Skirball Middle was originally approved by the LAUSD Board of Education on March 7, 2006. On November 24, 2020, the charter school was renewed for a five-year term to serve 450 students in grades 6-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Alliance Jack H. Skirball Middle expires June 30, 2027.

On July 16, 2026, Alliance Jack H. Skirball Middle submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through October 14, 2026.

An initial Public Hearing was held on August 25, 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 Alliance Jack H. Skirball Middle governing board members complete questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. Additionally, resumes and due diligence forms are requested from Alliance Jack H. Skirball Middle's Lead Petitioner; Executive Director/Chief Executive Officer or equivalent; Principal or equivalent; Financial manager or equivalent; and Chief Financial Officer or equivalent, as applicable. A confidential due diligence review of the charter school, the governing organization, and school's leaders, may be conducted by the Office of the Inspector General (OIG) as appropriate, and to the extent the OIG identifies any material concerns, 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 14 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, applicable policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms set forth in Charter School's renewal petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the renewal petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2027.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal 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 renewal 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. 069, 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's renewal petition.

Policy Implications:
All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly

Budget Impact:
State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law, including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support

the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:
As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

Issues and Analysis:
If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:
Signature Page
Attachment A- Staff Assessment and Recommendation Report
Attachment B- Alliance Jack H. Skirball Middle Data Set
Attachment C- Desegregation Impact Statement

Budget, Petition, CORE Data (if applicable), and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1YHBsuiOrhieUfBcZX3T_L9b0DXgWh-Nn?usp=sharing>

Submitted:
09/29/26

RESPECTFULLY SUBMITTED,

ANDRÉS E. CHAIT
Superintendent of Schools

APPROVED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Division of Data, Strategy, and Innovation

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 069-26/27
October 13, 2026

School Name:	**Alliance Jack H. Skirball Middle**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 14, 2026**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Alliance College-Ready Public Schools**		
Location Code:	**8115**		
Type of Site(s):	**Private**		
Site Address(es):	**603 East 115th St., Los Angeles, CA 90059**		
Board District(s):	**7**	Region(s):	**South**
Grade Levels Served:	**6-8**	Current Enrollment:	**397**
Grade Levels Authorized in Current Charter:	**6-8**	Approved Enrollment in Current Charter:	**450**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2026 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval with benchmarks for a five (5)-year term (2027-2032)**		
PROPOSED BENCHMARKS:	The following benchmarks are proposed for Alliance Jack H. Skirball Middle for the 2027-2032 charter term: 1. In each year of the charter term, the charter school shall demonstrate academic growth in English Language Arts (ELA) for Students with Disabilities as reported on the California School Dashboard ELA Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level; or by achieving a DFS that is equal to or higher than their respective student group state average DFS. 2. In each year of the charter term, the charter school shall demonstrate academic growth in Math for Long-Term English Learners as reported on the California School Dashboard Math Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level; or by achieving a DFS that is equal to or higher than their respective student group state average DFS. 3. In each year of the charter term, the charter school shall demonstrate academic growth in Math for Students with		

PROPOSED BENCHMARKS (CONT.):	Disabilities as reported on the California School Dashboard Math Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level; or by achieving a DFS that is equal to or higher than their respective student group state average DFS. 4. In each year of the charter term, the charter school shall demonstrate progress on the Chronic Absenteeism Indicator for All Students as reported on the California School Dashboard by making progress towards lowering student absences by achieving a Declined or Declined Significantly from the prior year as measured by Change Level; or by achieving a percentage of students that are chronically absent that is equal to or lower than the state percentage of students that are chronically absent. As part of ongoing oversight, the District will review the charter school's performance at its annual oversight visit to determine any appropriate actions, including consideration of the school's progress upon submission of a renewal petition at the end of the term of the charter.

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Alliance Jack H. Skirball Middle ("Alliance Skirball" or "Charter School"), with benchmarks in the areas of academics and academic engagement, located in Board District 7 and Region South, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 450 students in grades 6-8 in each year of the charter term.

II. RENEWAL REQUIREMENTS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 14 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic

achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
These criteria have been determined not to be bases for denial.

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)
These criteria have been determined not to be bases for denial.

Charter Petition Requirement:
In accordance with Education Code section 47611.5, a charter school charter shall contain a declaration regarding whether or not the charter school shall be deemed the exclusive public school employer of the employees at the charter school for the purposes of Section 3540.1 of the Government Code, and that declaration shall not be materially inconsistent with the charter.

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?
This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	Alliance Jack H. Skirball Middle
Initial Authorization:	On March 7, 2006, Alliance Jack H. Skirball Middle (formerly named College Ready Middle Academy No. 2) was authorized by the LAUSD Board of Education to serve 225 students in grades 6-8.
Most Recent Renewal:	The charter was renewed on November 24, 2020, for a five-year term (July 1, 2021 - June 30, 2026) to serve up to 450 students in grades 6-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Alliance Jack H. Skirball Middle expires June 30, 2027.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Alliance Skirball submitted its renewal petition application on July 16, 2026. The 90-day statutory timeline for Board action on the petition runs through October 14, 2026.

	Alliance Jack H. Skirball Middle
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Alliance Skirball implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Alliance Skirball participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Alliance Jack H. Skirball Middle is operated by Alliance College-Ready Public Schools ("Alliance"), a California nonprofit public benefit corporation that also operates 21 other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

A. Summary

Alliance Skirball has been identified by the state as a Middle performing charter school. The recommendation for renewal considers the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard ("Dashboard"), and whether there was clear and convincing verified data evidence showing the charter school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School's Dashboard performance was not higher than the state for a majority of applicable academic indicators. However, the school submitted verified data that was determined to be overall clear and convincing for both ELA and Math. The recommendation of approval is based on a holistic review of the charter school, including the verified data outcomes.

Please see the Alliance Jack H. Skirball Middle data set and verified data reports.

a. 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.

Alliance Jack H. Skirball Middle Dashboard Indicators

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
Dashboard 2023	Yellow	Yellow	Not Applicable	Green	Not Applicable	Yellow	Not Applicable	Yellow
Dashboard 2024	Yellow	Yellow	No Performance Color	Orange	Not Applicable	Yellow	Not Applicable	Green
Dashboard 2025	Yellow	Yellow	Green	Blue	Not Applicable	Red	Not Applicable	Green

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

b. 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 for four of five numerically significant student groups. In 2024 in ELA, the charter school's DFS was lower than the state for All Students, and higher than the state for three of six numerically significant student groups. In 2025 in ELA, the charter school's DFS was lower than the state for All Students, and higher than the state for three of five numerically significant student groups.

As noted above, staff is recommending a benchmark in ELA for the Students with Disabilities student group. In order to improve student outcomes in ELA, the charter school reports implementing consistent progress monitoring to inform targeted reteaching and differentiated support. Additionally, the charter school utilizes collaborative learning strategies, small-group learning stations, and graphic organizers to increase student engagement, promote academic discourse, and support reading and writing development.

Alliance Jack H. Skirball Middle - English Language Arts Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**365**	**-44.8**	**-13.6**	**Lower**
Black or African American	100%	69	-77.1	-59.6	Lower
Latino	99%	293	-36.4	-40.2	Higher
English Learner	99%	107	-91.8	-67.7	Lower
Socioeconomically Disadvantaged	99%	362	-44.8	-42.6	Lower
Students with Disabilities	100%	47	-108.8	-96.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Jack H. Skirball Middle - English Language Arts Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**352**	**-30.3**	**-13.2**	**Lower**
Black or African American	100%	83	-66.6	-58.9	Lower
Latino	100%	259	-17.8	-39.3	Higher
English Learner	100%	84	-66.0	-67.6	Higher
Long-Term English Learner	100%	32	-119.2	-109.6	Lower
Socioeconomically Disadvantaged	100%	351	-30.0	-40.9	Higher
Students with Disabilities	100%	41	-99.5	-95.6	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Jack H. Skirball Middle - English Language Arts Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**366**	**-22.7**	**-8.1**	**Lower**
Black or African American	100%	86	-49.8	-51.3	Higher
Latino	100%	269	-12.9	-33.7	Higher
English Learner	99%	109	-62.0	-59.9	Lower
Socioeconomically Disadvantaged	100%	361	-22.1	-35.3	Higher
Students with Disabilities	100%	45	-123.7	-89.4	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

c. Math Indicator

In 2023 in Math, the charter school's DFS was lower than the state for All Students, and lower than the state for all numerically significant student groups. In 2024 in Math, the charter school's DFS was lower than the state for All Students, and higher than the state for three of six numerically significant student groups. In 2025 in Math, the charter school's DFS was lower than the state for All Students, and lower than the state for four of six student groups.

As noted above, staff is recommending a benchmark in Math for the Students with Disabilities and Long-Term English Learners student groups. In order to improve student outcomes in Math, the charter school reports staff engages in student progress monitoring to identify learning needs and provide targeted reteaching. The school also utilizes differentiated small-group learning stations and a co-teaching model in which an English Language Development (ELD) specialist supports Math instruction.

Alliance Jack H. Skirball Middle - Mathematics Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**365**	**-93.3**	**-49.1**	**Lower**
Black or African American	99%	68	-135.3	-104.5	Lower
Latino	99%	294	-82.7	-80.8	Lower
English Learner	99%	107	-130.2	-93.4	Lower
Socioeconomically Disadvantaged	99%	362	-93.8	-80.8	Lower
Students with Disabilities	100%	47	-153.9	-127.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Jack H. Skirball Middle - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**362**	**-74.6**	**-47.6**	**Lower**
Black or African American	100%	83	-128.3	-102.2	Lower
Latino	100%	269	-56.5	-79.2	Higher
English Learner	100%	94	-113.2	-93.4	Lower

Alliance Jack H. Skirball Middle - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
Long-Term English Learner	100%	32	-151.8	-163.5	Higher
Socioeconomically Disadvantaged	100%	360	-74.5	-78.2	Higher
Students with Disabilities	100%	41	-152.2	-124.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Jack H. Skirball Middle - Mathematics Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**370**	**-68.9**	**-42.4**	**Lower**
Black or African American	100%	86	-100.5	-95.8	Lower
Latino	100%	273	-57.2	-73.6	Higher
English Learner	100%	113	-100.9	-86.1	Lower
Long-Term English Learner	100%	30	-166.2	-158.9	Lower
Socioeconomically Disadvantaged	100%	364	-67.9	-72.9	Higher
Students with Disabilities	100%	45	-165.4	-120.7	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

d. Science Indicator

In 2024 and 2025 in Science, the charter school's Science Points were higher than the state for All Students, and for all numerically significant student groups.

Alliance Jack H. Skirball Middle - Science Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**99%**	**126**	**55.5**	**51.2**	**Higher**
Latino	99%	96	57.4	45.4	Higher
English Learner	97%	33	46.7	39.0	Higher
Socioeconomically Disadvantaged	99%	125	55.6	45.6	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Jack H. Skirball Middle - Science Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**100%**	**136**	**55.4**	**52.6**	**Higher**
Latino	100%	108	57.3	47.1	Higher
English Learner	100%	40	45.4	41.1	Higher
Socioeconomically Disadvantaged	100%	135	55.5	47.1	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

e. English Learner Progress Indicator

In 2023, 2024, and 2025 on the English Learner Progress Indicator (ELPI), the charter school's English Learner Progress Rate was higher than the state.

Alliance Jack H. Skirball Middle - English Learner Progress Indicator - 2023 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	97.7%	81	51.9%	48.7%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Jack H. Skirball Middle - English Learner Progress Indicator - 2024 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	99%	49	46.9%	45.7%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Jack H. Skirball Middle - English Learner Progress Indicator - 2025 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	99%	58	60.3%	46.4%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

f. College/Career Indicator

Not applicable

g. Chronic Absenteeism Indicator

In 2023 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students, and for all numerically significant student groups. In 2024 and 2025, the charter school's rate of chronic absenteeism was higher than the state for All Students, and higher for five of six numerically significant student groups.

As noted above, staff is recommending a benchmark in Chronic Absenteeism for All Students. In order to improve student attendance, school leaders report continuing development of case management systems, including multilingual family outreach and targeted attendance interventions. The school also reports efforts to strengthen family and community engagement through school events and partnerships with community organizations to address barriers to attendance.

h. Graduation Rate Indicator [HS only]

Not applicable

i. Suspension Rate Indicator

In 2023, the charter school's percentage of students suspended at least once was higher than the state for All Students, and for three of five numerically significant student groups. In 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., Basics: 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 categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for Alliance Skirball's outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2024-2025	*Developing*
2025-2026	*Developing*
Concerns	The rating of *Developing* in 2024-2025 and 2025-2026 was due to the average of Dashboard indicators.

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2024-2025	*Developing*
2025-2026	*Proficient*
Concerns	The rating of *Developing* in 2024-2025 was primarily due to the Alliance charter schools' pattern of financial practices related to certain expenditures, as well as delays in depositing school-site funds. Alliance represented to the District that the expenditures reviewed by the District were funded through philanthropic/private sources and provided supporting documentation. The CSD will continue to monitor these matters through the oversight process.

VI. VERIFIED DATA

Charter schools satisfying the Middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school's achieved measurable increases in academic achievement, or strong postsecondary outcomes for the timeframe specified in law. (Ed. Code, § 47607.2(b)(3).)

Per Education Code section 47607.2 (c)(2), the State Board of Education established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. When a verified data source does not provide an official participation rate, the District will calculate the participation rate using the number of students assessed as compared to the Stability Count (the number of students enrolled for a minimum of 245 consecutive calendar days at the same school) as reported publicly on DataQuest. If Stability Count is not available for a particular year, the District will use the charter school's norm enrollment as the comparison number. However, if the assessment provides the number of students assessed as compared to the total number of students enrolled in the assessment, the District will calculate a participation rate using those reported numbers.

Alliance Jack H. Skirball Middle submitted verified data for consideration as part of its renewal application. The submission included verified data reports from i-Ready.

ELA

Charter School provided data for Reading from "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2023-2024, 2024-2025, and 2025-2026 for All Students and for the following student groups: African American, English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities.

In accordance with i-Ready's Median Progress to Typical Growth targets[1] to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth," for 2023-2024 and 2024-2025 the charter school met growth expectations for All Students and all student groups. For 2025-2026, the charter school did not appear to include results of at least 95 percent of eligible students when applying the estimated participation rate and therefore was not eligible for inclusion as verified data.

MATH

Charter School provided data for Math from an "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2023-2024, 2024-2025, and 2025-2026 for All Students and for the following student groups: African American, English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities.

In accordance with i-Ready's Median Progress to Typical Growth targets[2] to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth," for 2023-2024, 2024-2025, and 2025-2026, the charter school met growth expectations for All Students and

[1] i-Ready Median Progress to Typical Growth targets in Reading to be 75% in Grades K-5 and 45% in Grades 6-8.
[2] i-Ready Median Progress to Typical Growth targets in Math are 80% in Grades K-5 and 60% in Grades 6-8.

all student groups. For 2023-2024, 2024-2025, and 2025-2026, the charter school appears to include results of at least 95 percent of eligible students when applying the estimated participation rate.

In light of the above, the verified data submitted by Alliance Jack H. Skirball Middle is considered clear and convincing in ELA and Math.

Please see the Alliance Jack H. Skirball Middle verified data reports.

VII. SUPPLEMENTAL INFORMATION

The California Department of Education (CDE) specified that, "The CORE growth model was not adopted by the California State Board of Education (SBE) as verified data."[3] The CDE further specified that, "CAASPP reported data can only be used in a manner consistent with the data reported on the CAASPP website and Dashboard. CAASPP data, and methodologies for analyzing CAASPP data (e.g., CORE Student Growth Percentiles) that are mutually agreed upon by the chartering authority and charter school, may be used to supplement Dashboard results. However, CAASPP data may not be used to dispute the Dashboard results."[4]

Charter School signed an agreement with LAUSD to submit CORE. Charter School submitted CORE Student Growth Percentiles to be used to supplement Dashboard results which was considered as part of the renewal analysis.

VIII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Alliance Jack H. Skirball Middle's ending net assets are positive.

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Ending Net Assets	$2,649,430	$2,690,394	$2,486,461	$2,249,753	$1,891,559
Net Income/Loss	($146,058) [1]	$40,964	($203,933) [2]	($236,708) [2]	($358,194) [2]
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment [A]	402	401	399	402	397

[1] According to Alliance, the net loss of ($146,058) reported in Fiscal Year (FY) 2021-2022 was primarily due to higher-than-expected budgeted expenses.

[2] According to Alliance, the reported net losses of ($203,933) and ($236,708) for FYs 2023-2024 and 2024-2025, respectively, and the projected net loss of ($358,194) for FY 2025-2026 were primarily due to reduced one-time funding available to the school and increased compensation costs. For FY 2025-2026, Alliance asserted that the school is strategically using reserves to maintain quality programs while moving towards fiscal sustainability.

[3] https://www.cde.ca.gov/sp/ch/verifdatafaqs.asp#can-core-data-be-used-as-verified-data-updated-06-jun-2023

[4] https://www.cde.ca.gov/sp/ch/verifdatacrit.asp

Notwithstanding the net losses described above, Alliance Jack H. Skirball Middle has maintained positive ending net assets for the most current four school years and projects positive ending net assets for FY 2025-2026. As summarized in the financial table above, Charter School reported $2,249,753 in ending net assets as of June 30, 2025, based on its 2024-2025 independent audit report.

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.

Alliance College-Ready Public Schools					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Ending Net Assets	Net Income / (Loss)	Ending Net Assets	Net Income / (Loss)
23 [3]	23 [3]	$196,339,482	($14,114,517) [4]	$33,902,657	($7,009,544) [4]

[3] Effective June 30, 2025, Alliance Tennenbaum Family Technology High ("Alliance Tennenbaum") was closed following the Alliance Board's March 12, 2025, approval to voluntarily surrender Alliance Tennenbaum's charter, citing existing and projected enrollment trends and related fiscal and operational challenges. As such, there are 22 Alliance charter schools in School Years 2025-2026 and 2026-2027 that are operational and authorized by LAUSD.

[4] The Alliance organization reported a net loss of more than $14 million for the 2025-2026 school year including its related parties and charter schools, and a net loss of more than $7 million excluding its related parties and charter schools. Alliance explained that the losses were primarily driven by several one-time events, including:

- Approximately $7 million in net losses were incurred by 17 of its 23 Alliance charter schools. According to Alliance, these losses were primarily attributable to the expiration of one-time pandemic-related funding, declines in enrollment, and higher-than-expected operating costs. Alliance asserted that the affected charter schools used their reserves to maintain program quality during the fiscal year.
- The remaining $7 million net loss reported by the Alliance Home Office was primarily attributable to additional expenditures for strategic, non-recurring investments, including the Human Resources Information System ("HRIS"), innovation and attendance initiatives, curriculum review, career and internship programs, and college persistence efforts.

Notwithstanding the net losses, the Alliance organization reported positive ending net assets of approximately $196.3 million, including its related parties and charter schools, and approximately $33.9 million, excluding its related parties and charter schools, as of June 30, 2025.

Alliance Jack H. Skirball Middle

Board District: 7 | Region: South | Location Code: 8115

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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	99%	365	-44.8	4.1	Increased	Yellow	-13.6	Lower	100%	352	-30.3	14.5	Increased	Yellow	-13.2	Lower	100%	366	-22.7	7.6	Increased	Yellow	-8.1	Lower
African American/Black	100%	69	-77.1	-4.4	Declined	Red	-59.6	Lower	100%	83	-66.6	10.5	Increased	Yellow	-58.9	Lower	100%	86	-49.8	16.7	Increased Significantly	Yellow	-51.3	Higher
English Learner	99%	107	-91.8	-3.2	Declined	Red	-67.7	Lower	100%	84	-66.0	25.8	Increased Significantly	Yellow	-67.6	Higher	99%	109	-62.0	4.1	Increased	Yellow	-59.9	Lower
Homeless Youth	94%	15	-115.3	--	--	--	-67.9	--	100%	7	*	*	*	*	-70.4	*	100%	11	-6.5	--	--	--	-68.9	--
Latino	99%	293	-36.4	7.7	Increased	Yellow	-40.2	Higher	100%	259	-17.8	18.6	Increased Significantly	Yellow	-39.3	Higher	100%	269	-12.9	4.9	Increased	Yellow	-33.7	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	100%	32	-119.2	-13.2	Declined	Red	-109.6	Lower	97%	29	-101.3	17.8	Increased Significantly	--	-104.5	--
Socioeconomically Disadvantaged	99%	362	-44.8	3.9	Increased	Yellow	-42.6	Lower	100%	351	-30.0	14.8	Increased	Yellow	-40.9	Higher	100%	361	-22.1	7.8	Increased	Yellow	-35.3	Higher
Students with Disabilities	100%	47	-108.8	10.7	Increased	Orange	-96.3	Lower	100%	41	-99.5	9.3	Increased	Orange	-95.6	Lower	100%	45	-123.7	-24.2	Declined Significantly	Red	-89.4	Lower

Data Sources: California School Dashboard Research data files.

Alliance Jack H. Skirball Middle

Board District: 7 | Region: South | Location Code: 8115

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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	99%	365	-93.3	10.0	Increased	Yellow	-49.1	Lower	100%	362	-74.6	18.7	Increased Significantly	Yellow	-47.6	Lower	100%	370	-68.9	5.7	Increased	Yellow	-42.4	Lower
African American/Black	99%	68	-135.3	-10.5	Declined	Red	-104.5	Lower	100%	83	-128.3	6.9	Increased	Orange	-102.2	Lower	100%	86	-100.5	27.9	Increased Significantly	Orange	-95.8	Lower
English Learner	99%	107	-130.2	18.9	Increased Significantly	Orange	-93.4	Lower	100%	94	-113.2	17.0	Increased Significantly	Orange	-93.4	Lower	100%	113	-100.9	12.3	Increased	Orange	-86.1	Lower
Homeless Youth	94%	15	-132.0	--	--	--	-101.3	--	100%	7	*	*	*	*	-106.0	*	100%	11	-77.9	--	--	--	-102.8	--
Latino	99%	294	-82.7	16.3	Increased Significantly	Yellow	-80.8	Lower	100%	269	-56.5	26.2	Increased Significantly	Yellow	-79.2	Higher	100%	273	-57.2	-0.7	Maintained	Orange	-73.6	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	100%	32	-151.8	-0.6	Maintained	Red	-163.5	Higher	100%	30	-166.2	-14.4	Declined	Red	-158.9	Lower
Socioeconomically Disadvantaged	99%	362	-93.8	9.3	Increased	Yellow	-80.8	Lower	100%	360	-74.5	19.3	Increased Significantly	Yellow	-78.2	Higher	100%	364	-67.9	6.6	Increased	Yellow	-72.9	Higher
Students with Disabilities	100%	47	-153.9	13.6	Increased	Orange	-127.3	Lower	100%	41	-152.2	1.7	Maintained	Red	-124.3	Lower	100%	45	-165.4	-13.2	Declined	Red	-120.7	Lower

Data Sources: California School Dashboard Research data files.

Alliance Jack H. Skirball Middle

Board District: 7 | Region: South | Location Code: 8115

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														
	Dashboard 2024						Dashboard 2025							
Student Group	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	99%	126	55.5	--	51.2	Higher	100%	136	55.4	-0.1	Maintained	Green	52.6	Higher
African American/Black	100%	28	49.9	--	41.4	--	100%	24	50.6	0.8	Maintained	--	43.4	--
English Learner	97%	33	46.7	--	39.0	Higher	100%	40	45.4	-1.4	Maintained	Yellow	41.1	Higher
Latino	99%	96	57.4	--	45.4	Higher	100%	108	57.3	-0.1	Maintained	Green	47.1	Higher
Long-Term English Learner	94%	16	34.8	--	32.8	--	100%	12	42.0	7.2	Increased Significantly	--	34.0	--
Socioeconomically Disadvantaged	99%	125	55.6	--	45.6	Higher	100%	135	55.5	-0.1	Maintained	Green	47.1	Higher
Students with Disabilities	100%	16	43.0	--	36.7	--	100%	15	40.9	-2.1	Declined	--	38.3	--

Data Sources: California School Dashboard Research data files.

Alliance Jack H. Skirball Middle

Board District: 7 | Region: South | Location Code: 8115

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 30 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	81	51.9%	4.9	Increased	Green	48.7%	Higher	49	46.9%	-4.9	Declined	Orange	45.7%	Higher	58	60.3%	13.4	Increased Significantly	Blue	46.4%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	34	50.0%	-3.0	Declined	Orange	45.8%	Higher	28	82.1%	32.1	Increased Significantly	--	49.1%	--

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	50.6%	1.2%	29.6%	18.5%	45.7%	2.3%	32.2%	18.3%
2024	EL	46.9%	0.0%	46.9%	6.1%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	50.0%	0.0%	44.1%	5.9%	41.6%	3.4%	28.5%	24.7%
2025	EL	58.6%	1.7%	36.2%	3.4%	44.6%	1.3%	35.5%	17.2%
2025	LTEL	78.6%	3.6%	14.3%	3.6%	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.

Alliance Jack H. Skirball Middle

Board District: 7 | Region: South | Location Code: 8115

CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	439	33.7%	-10.5	Declined Significantly	Yellow	24.3%	Higher	428	24.8%	-8.9	Declined Significantly	Yellow	18.6%	Higher	427	24.6%	-0.2	Maintained	Red	17.1%	Higher
African American/Black	95	42.1%	-14.5	Declined	Orange	36.4%	Higher	97	37.1%	-5.0	Declined	Orange	31.3%	Higher	99	30.3%	-6.8	Declined	Orange	29.8%	Higher
English Learner	106	42.5%	3.4	Increased	Red	26.3%	Higher	82	34.1%	-8.3	Declined	Orange	20.1%	Higher	77	26.0%	-8.2	Declined	Orange	18.1%	Higher
Homeless Youth	21	52.4%	-14.3	Declined	--	38.7%	--	13	7.7%	-44.7	Declined	--	32.7%	--	17	23.5%	15.8	Increased	--	30.7%	--
Latino	339	31.6%	-10.1	Declined Significantly	Yellow	28.4%	Higher	319	20.7%	-10.9	Declined Significantly	Yellow	21.7%	Lower	316	22.5%	1.8	Increased	Red	20.1%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	46	47.8%	6.1	Increased	Red	23.9%	Higher	33	24.2%	-23.6	Declined	Orange	22.5%	Higher
Socioeconomically Disadvantaged	424	33.0%	-11.3	Declined Significantly	Yellow	29.9%	Higher	419	24.6%	-8.4	Declined Significantly	Yellow	23.4%	Higher	416	24.8%	0.2	Maintained	Red	21.7%	Higher
Students with Disabilities	56	33.9%	-5.1	Declined	Orange	33.1%	Higher	51	33.3%	-0.6	Declined	Orange	26.3%	Higher	51	21.6%	-11.8	Declined	Orange	24.9%	Lower

Data Sources: California School Dashboard Research data files.

Alliance Jack H. Skirball Middle

Board District: 7 | Region: South | Location Code: 8115

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	455	4.4%	0.1	Maintained	Yellow	3.5%	Higher	440	2.0%	-2.4	Declined	Green	3.2%	Lower	445	1.1%	-0.9	Declined	Green	2.9%	Lower
African American/Black	100	9.0%	1.3	Increased	Orange	8.8%	Higher	101	4.0%	-5.0	Declined	Green	8.4%	Lower	108	0.9%	-3.0	Declined	Green	7.7%	Lower
English Learner	109	5.5%	0.7	Increased	Orange	3.7%	Higher	86	1.2%	-4.3	Declined	Green	3.4%	Lower	79	0.0%	-1.2	Declined	Blue	3.2%	Lower
Homeless Youth	21	0.0%	-7.7	Declined	--	6.5%	--	13	0.0%	0.0	Maintained	--	5.7%	--	18	0.0%	0.0	Maintained	--	5.1%	--
Latino	348	3.2%	-0.4	Declined	Green	3.8%	Lower	327	1.5%	-1.6	Declined	Green	3.4%	Lower	325	0.9%	-0.6	Declined	Green	3.0%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	46	2.2%	-5.2	Declined	Green	8.1%	Lower	33	0.0%	-2.2	Declined	Blue	7.0%	Lower
Socioeconomically Disadvantaged	437	4.1%	-0.2	Maintained	Yellow	4.5%	Lower	427	2.1%	-2.0	Declined	Green	4.0%	Lower	430	1.2%	-0.9	Declined	Green	3.6%	Lower
Students with Disabilities	56	8.9%	2.4	Increased	Orange	5.9%	Higher	52	1.9%	-7.0	Declined	Green	5.4%	Lower	57	1.8%	-0.2	Maintained	Green	5.0%	Lower

Data Sources: California School Dashboard Research data files.

Alliance Jack H. Skirball Middle

Board District: 7 | Region: South | Location Code: 8115

Local Indicators Report

Local Indicators - CA School Dashboard Indicator			
Priority	**2023 Dashboard**	**2024 Dashboard**	**2025 Dashboard**
Basic Services and Conditions (Priority 1)	Standard Met	Standard Met	Standard Met
Implementation of State Academic Standards (Priority 2)	Standard Met	Standard Met	Standard Met
Parent and Family Engagement (Priority 3)	Standard Met	Standard Met	Standard Met
School Climate (Priority 6)	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study (Priority 7)	Standard Met	Standard Met	Standard Met

Data Sources: California School Dashboard Local Indicators Research data files.

Alliance Jack H. Skirball Middle

Board District: 7 | Region: South | Location Code: 8115

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group									
	2023-2024			2024-2025			2025-2026		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	393	529,902	5,837,690	390	516,685	5,806,221	396	497,105	5,731,260
F/R Meal	99.0%	80.6%	61.6%	96.9%	81.9%	62.7%	95.5%	82.2%	62.4%
GATE	6.1%	11.6%	N/A	7.4%	13.0%	N/A	10.6%	14.1%	N/A
English Learner	17.0%	20.1%	18.4%	16.2%	18.6%	17.4%	14.6%	16.4%	16.2%
Foster Youth	1.0%	0.6%	0.5%	1.3%	0.5%	0.5%	1.3%	0.5%	0.5%
Homeless Youth	2.8%	2.1%	3.6%	3.1%	2.7%	4.0%	4.3%	2.4%	3.8%
Socioeconomically Disadvantaged	99.2%	81.3%	62.7%	96.9%	82.4%	63.6%	95.7%	82.7%	63.1%
Students w/ Disabilities	10.9%	14.8%	13.7%	11.5%	15.6%	14.2%	12.9%	16.4%	14.8%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%	0.0%	0.3%	0.8%
African American/Black	23.2%	7.3%	4.9%	23.3%	7.1%	4.9%	24.7%	7.2%	4.8%
American Indian or Alaska Native	0.3%	0.1%	0.4%	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.0%	3.4%	9.9%	0.0%	3.3%	10.1%	0.0%	3.3%	10.3%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%	0.0%	1.7%	2.2%
Latino	74.3%	73.8%	56.1%	73.3%	73.6%	56.1%	72.0%	72.9%	56.0%
Native Hawaiian or Pacific Islander	0.3%	0.2%	0.4%	0.3%	0.2%	0.4%	0.0%	0.1%	0.4%
White	0.3%	9.8%	20.3%	0.0%	9.7%	20.0%	0.5%	9.7%	19.7%
Two or More Races	0.0%	2.0%	4.6%	0.0%	2.1%	4.8%	0.0%	2.2%	4.9%
Not Reported	1.8%	1.8%	1.1%	3.1%	2.2%	1.2%	2.8%	2.7%	1.3%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp

Alliance Jack H. Skirball Middle

Board District: 7 | Region: South | Location Code: 8115

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.

	2023-2024						2024-2025						2025-2026					
	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	27	13.9%	15,302	6.5%	211,186	10.6%	23	12.3%	13,052	5.9%	198,853	10.4%	17	9.4%	10,142	4.9%	174,300	9.5%
At-Risk 4-5 Years	1	0.5%	15,717	6.7%	136,188	6.8%	3	1.6%	11,406	5.2%	115,009	6.0%	3	1.7%	11,109	5.4%	113,143	6.2%
EL 0-3 Years	17	8.8%	60,574	25.7%	519,651	26.0%	23	12.3%	57,726	26.1%	516,862	26.9%	19	10.5%	48,131	23.5%	467,800	25.6%
EL 4+ Years & Not At-Risk or LTEL	22	11.3%	14,725	6.2%	207,768	10.4%	14	7.5%	13,775	6.2%	178,306	9.3%	19	10.5%	11,946	5.8%	170,621	9.3%
EL Total	67	34.5%	106,318	45.0%	1,074,793	53.8%	63	33.7%	95,959	43.3%	1,009,030	52.6%	58	32.0%	81,328	39.7%	925,864	50.7%
RFEP	127	65.5%	129,789	55.0%	924,422	46.2%	124	66.3%	125,465	56.7%	909,298	47.4%	123	68.0%	123,618	60.3%	900,560	49.3%
Total Ever EL	194	100.0%	236,107	100.0%	1,999,215	100.0%	187	100.0%	221,424	100.0%	1,918,328	100.0%	181	100.0%	204,946	100.0%	1,826,424	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesltel.asp

Alliance Jack H. Skirball Middle

Board District: 7 | Region: South | Location Code: 8115

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						2025-2026					
	School			Los Angeles Unified			School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	393			529,902			390			516,685			396			497,105		
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**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	43	100.0%	10.9%	78,319	100.0%	14.8%	45	100.0%	11.5%	80,505	100.0%	15.6%	51	100.0%	12.9%	81,470	100.0%	16.4%
High Incidence	41	95.3%	10.4%	52,153	66.6%	9.8%	40	88.9%	10.3%	52,412	65.1%	10.1%	47	92.2%	11.9%	51,757	63.5%	10.4%
Low Incidence	2	4.7%	0.5%	26,162	33.4%	4.9%	5	11.1%	1.3%	28,084	34.9%	5.4%	4	7.8%	1.0%	29,702	36.5%	6.0%
Autism	2	4.7%	0.5%	18,713	23.9%	3.5%	5	11.1%	1.3%	20,802	25.8%	4.0%	3	5.9%	0.8%	22,739	27.9%	4.6%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%	0	0.0%	0.0%	10	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%	0	0.0%	0.0%	172	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%	0	0.0%	0.0%	964	1.2%	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%	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%	0	0.0%	0.0%	903	1.1%	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%	1	2.0%	0.3%	3,259	4.0%	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%	0	0.0%	0.0%	1,043	1.3%	0.2%
Other Health Impairment	9	20.9%	2.3%	10,930	14.0%	2.1%	8	17.8%	2.1%	11,596	14.4%	2.2%	10	19.6%	2.5%	12,092	14.8%	2.4%
Orthopedic Impairment	0	0.0%	0.0%	533	0.7%	0.1%	0	0.0%	0.0%	434	0.5%	0.1%	0	0.0%	0.0%	405	0.5%	0.1%
Specific Learning Disability	24	55.8%	6.1%	29,615	37.8%	5.6%	29	64.4%	7.4%	29,368	36.5%	5.7%	30	58.8%	7.6%	28,727	35.3%	5.8%
Speech or Language Impairment	8	18.6%	2.0%	11,608	14.8%	2.2%	3	6.7%	0.8%	11,448	14.2%	2.2%	7	13.7%	1.8%	10,938	13.4%	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%	0	0.0%	0.0%	59	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%	0	0.0%	0.0%	158	0.2%	0.0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Attachment C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
ALLIANCE JACK H. SKIRBALL MIDDLE
BOARD OF EDUCATION REPORT 069 – 26/27
October 13, 2026

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2027 until June 30, 2032 to serve up to 450 students in grades 6-8 in each year of the charter term.

II. Summary Description of Current District Practice:
Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:
The approval of this charter petition would renew the charter of Alliance Jack H. Skirball Middle for five (5) years beginning July 1, 2027 until June 30, 2032.

IV. Effects of This Proposal:
The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:
If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services. Student Integration Services provided feedback for the charter petition to ensure compliance.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:
Kristi Maar
Kristi Maar
Specialist
Charter Schools Division

APPROVED BY:
KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

File #: Rep-100-26/27, **Version:** 1 **Agenda Date:** 10/13/2026
In Control: Charter Schools Division

Approval of the Renewal Petition for Scholarship Prep - South Bay [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Scholarship Prep - South Bay) Recommends approval of the renewal petition for Scholarship Prep - South Bay, a Middle performing, Start-Up Independent charter school, with a benchmark in the area of academics (ELPI), located in Board District 7 and Region South, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 420 students in grades TK-8 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Scholarship Prep - South Bay ("Charter School"), a Start-Up Independent charter school, with a benchmark in the area of academics (ELPI), located in Board District 7 and Region South, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 420 students in grades TK-8 in each year of the charter term. The District is recommending approval of an increase of the enrollment capacity from 375 students to 420 students based on an assessment of Charter School's record of performance. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
Scholarship Prep - South Bay is a TK-8 school currently serving 420 students on a private facility at 24910 South Avalon Boulevard, Wilmington, CA, 90744 in Board District 7 and Region South. Scholarship Prep - South Bay was originally approved by the LAUSD Board of Education on November 27, 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 Scholarship Prep - South Bay expires June 30, 2027.

On July 16, 2026, Scholarship Prep - South Bay submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through October 14, 2026.

An initial Public Hearing was held on August 25, 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 Scholarship Prep - South Bay governing board members complete questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. Additionally, resumes and due diligence forms are requested from Scholarship Prep - South Bay's Lead Petitioner; Executive Director/Chief Executive Officer or equivalent; Principal or equivalent; Financial manager or equivalent; and Chief Financial Officer or equivalent, as applicable. A confidential due diligence review of the charter school, the governing organization, and school's leaders, may be conducted by the Office of the Inspector General (OIG) as appropriate, and to the extent the OIG identifies any material concerns, 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 14 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, applicable policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms set forth in Charter School's renewal petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the renewal petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2027.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal 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 renewal 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. 100, 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's renewal petition.

Policy Implications:
All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact:
State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law, including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support

the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:
As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

Issues and Analysis:
If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:
Signature Page
Attachment A- Staff Assessment and Recommendation Report
Attachment B- Scholarship Prep - South Bay Data Set
Attachment C- Desegregation Impact Statement

Budget, Petition, CORE Data (if applicable), and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1z9_h83vB2GQttu70fMLmUrPIsbajSQ8O?usp=sharing>

Submitted:
9/17/26

RESPECTFULLY SUBMITTED,

ANDRÉS E. CHAIT
Superintendent of Schools

APPROVED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Division of Data, Strategy, and Innovation

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

Attachment A

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 100-26/27
October 13, 2026

School Name:	**Scholarship Prep - South Bay**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 14, 2026**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Scholarship Prep**		
Location Code:	**5269**		
Type of Site(s):	**Private**		
Site Address(es):	**24910 S. Avalon Blvd., Wilmington, CA 90744**		
Board District(s):	**7**	Region(s):	**South**
Grade Levels Served:	**TK-8**	Current Enrollment:	**420**
Grade Levels Authorized in Current Charter:	**TK-8**	Approved Enrollment in Current Charter:	**375 See proposed change in "Action Proposed" below**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2026 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval with a benchmark for a five (5)-year term (2027-2032)**		
PROPOSED BENCHMARKS:	The following benchmark is proposed for Scholarship Prep – South Bay for the 2027-2032 charter term: In each year of the charter term, the charter school shall demonstrate progress on the English Learner Progress Indicator (ELPI) as reported on the California School Dashboard by making progress towards English language proficiency by achieving an Increased or Increased Significantly from the prior year as measured by Change Level; or by achieving a percentage of students that are making progress towards English language proficiency that is equal to or higher than the state percentage of students that are making progress. As part of ongoing oversight, the District will review the charter school's performance at its annual oversight visit to determine any appropriate actions, including consideration of the school's progress upon submission of a renewal petition at the end of the term of the charter.		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Scholarship Prep – South Bay ("Charter School"), with a benchmark in the area of academics, located in Board District 7 and Region South, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 420 students in grades TK-8 in each year of the charter term. The school is requesting to increase its current enrollment capacity from 375 students to 445 students to align with its enrollment projections based on its enrollment trends. The District is recommending approval of an increase of the enrollment capacity from 375 students to 420 students based on an assessment of Charter School's record of performance.

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 14 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

	Scholarship Prep – South Bay
Initial Authorization:	On November 27, 2018, Scholarship Prep – South By (formerly named Scholarship Prep Lomita-Harbor City) was authorized by the LAUSD Board of Education to serve 375 students in grades TK-8.
Most Recent Renewal:	This is the charter school's first consideration for renewal. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Scholarship Prep – South Bay expires June 30, 2027.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Scholarship Prep – South Bay submitted its renewal petition application on July 16, 2026. The 90-day statutory timeline for Board action on the petition runs through October 14, 2026.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Scholarship Prep – South Bay implements the District's Multilingual Multicultural Master Plan.
Special Education SELPA	Scholarship Prep – South Bay participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Scholarship Prep – South Bay is operated by Scholarship Prep, a California nonprofit public benefit corporation.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

A. Summary

Scholarship Prep – South Bay has been identified by the state as a Middle performing charter school. The recommendation for renewal considers the schoolwide performance and performance of

numerically significant student groups and the state and local indicators reported on the California School Dashboard ("Dashboard"), and whether there was clear and convincing verified data evidence showing the charter school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School's Dashboard performance was lower than the state for a majority of applicable academic indicators. However, the school submitted verified data that was determined to be overall clear and convincing for both ELA and Math. The recommendation of approval is based on a holistic review of the charter school, including the verified data outcomes.

Please see the Scholarship Prep – South Bay data set and verified data reports.

a. 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.

Scholarship Prep – South Bay

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
Dashboard 2023	Yellow	Orange	Not Applicable	Orange	Not Applicable	Orange	Not Applicable	Blue
Dashboard 2024	Yellow	Yellow	No Performance Color	Yellow	Not Applicable	Red	Not Applicable	Blue
Dashboard 2025	Yellow	Yellow	Yellow	Red	Not Applicable	Blue	Not Applicable	Blue

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

b. 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 lower for four of five numerically significant student groups. In 2024 in ELA, the charter school's DFS was lower than the state for All Students, and for four of six numerically significant student groups. In 2025 in ELA, the charter school's DFS was lower than the state for All Students, and higher than the state for all numerically significant student groups.

In order to continue to improve student outcomes in ELA, the charter school leaders report implementing data-driven intervention to provide students with individualized learning opportunities and targeted small group instruction.

Scholarship Prep - South Bay - English Language Arts Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**222**	**-53.1**	**-13.6**	**Lower**
Black or African American	100%	49	-63.3	-59.6	Lower
Latino	99%	158	-54.1	-40.2	Lower
English Learner	100%	33	-99.3	-67.7	Lower
Socioeconomically Disadvantaged	100%	204	-54.9	-42.6	Lower
Students with Disabilities	100%	36	-83.8	-96.3	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Scholarship Prep - South Bay - English Language Arts Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**235**	**-39.3**	**-13.2**	**Lower**
Black or African American	100%	45	-38.1	-58.9	Higher
Latino	100%	172	-41.7	-39.3	Lower
English Learner	100%	40	-72.2	-67.6	Lower
Homeless	100%	32	-81.5	-70.4	Lower
Socioeconomically Disadvantaged	100%	224	-42.3	-40.9	Lower
Students with Disabilities	100%	40	-72.4	-95.6	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Scholarship Prep - South Bay - English Language Arts Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**246**	**-22.3**	**-8.1**	**Lower**
Black or African American	100%	48	-21.2	-51.3	Higher
Latino	100%	181	-24.1	-33.7	Higher
English Learner	100%	42	-56.2	-59.9	Higher
Homeless	100%	35	-62.1	-68.9	Higher
Socioeconomically Disadvantaged	100%	234	-23.7	-35.3	Higher

Scholarship Prep - South Bay - English Language Arts Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
Students with Disabilities	100%	44	-77.7	-89.4	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

c. Math Indicator

In 2023 in Math, the charter school's DFS was lower than the state for All Students, and lower than the state for four of five numerically significant student groups. In 2024 in Math, the charter school's DFS was lower than the state for All Students, and lower than the state for five of six numerically significant student groups. In 2025 in Math, the charter school's DFS was lower than the state for All Students, and higher than the state for three of six student groups.

In order to continue to improve student outcomes in Math, the charter school leaders report providing students with ongoing math tutoring opportunities and differentiated small group instruction based on formative assessment data. The charter school leaders also report that the school implements a consistent schedule of coaching, observation, and feedback for teachers that includes use of a digital platform to track progress towards individualized instructional goals.

Scholarship Prep - South Bay - Mathematics Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**222**	**-99.4**	**-49.1**	**Lower**
Black or African American	100%	49	-104.4	-104.5	Higher
Latino	99%	158	-99.8	-80.8	Lower
English Learner	100%	33	-113.7	-93.4	Lower
Socioeconomically Disadvantaged	100%	204	-101.0	-80.8	Lower
Students with Disabilities	100%	36	-130.8	-127.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Scholarship Prep - South Bay - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**236**	**-91.5**	**-47.6**	**Lower**
Black or African American	100%	45	-102.0	-102.2	Higher
Latino	100%	173	-92.9	-79.2	Lower

Scholarship Prep - South Bay - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
English Learner	100%	41	-118.0	-93.4	Lower
Homeless	100%	32	-139.3	-106.0	Lower
Socioeconomically Disadvantaged	100%	224	-96.7	-78.2	Lower
Students with Disabilities	100%	40	-140.8	-124.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Scholarship Prep - South Bay - Mathematics Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**246**	**-72.4**	**-42.4**	**Lower**
Black or African American	100%	48	-82.2	-95.8	Higher
Latino	100%	181	-71.7	-73.6	Higher
English Learner	100%	42	-84.3	-86.1	Higher
Homeless	100%	35	-111.5	-102.8	Lower
Socioeconomically Disadvantaged	100%	234	-74.2	-72.9	Lower
Students with Disabilities	100%	44	-121.0	-120.7	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

d. Science Indicator

In 2024 and 2025 in Science, the charter school's Science Points (SPs) were lower than the state for All Students, and lower than the state for all numerically significant student groups.

In order to improve student outcomes in Science, the charter school leaders report increasing the number of instructional minutes dedicated to Science in the master schedule and adding the California Science Test (CAST) interim and practice assessments to the school's assessment calendar.

Scholarship Prep - South Bay - Science Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**100%**	**69**	**38.1**	**51.2**	**Lower**
Latino	100%	46	40.0	45.4	Lower

Scholarship Prep - South Bay - Science Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
Socioeconomically Disadvantaged	100%	67	38.0	45.6	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Scholarship Prep - South Bay - Science Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**100%**	**76**	**44.2**	**52.6**	**Lower**
Latino	100%	54	45.6	47.1	Lower
Socioeconomically Disadvantaged	100%	73	44.8	47.1	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, 2024, and 2025 on the English Learner Progress Indicator (ELPI), the charter school's English Learner Progress Rate was lower than the state.

As noted above, staff is recommending a benchmark in ELPI. In order to improve student outcomes in ELPI, the charter school leaders report the school shifted English Language Development instruction to earlier in the school day, added a dedicated English Learner Coordinator, and added English Language Proficiency Assessments for California interim and practice assessments to the school's assessment calendar.

Scholarship Prep - South Bay - English Learner Progress Indicator - 2023 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	40	35.0%	48.7%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Scholarship Prep - South Bay - English Learner Progress Indicator - 2024 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	45	42.2%	45.7%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Scholarship Prep - South Bay - English Learner Progress Indicator - 2025 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	41	24.4%	46.4%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

f. College/Career Indicator
Not applicable

g. Chronic Absenteeism Indicator
In 2023 and 2025 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was lower than the state for All Students, and for all numerically significant student groups. In 2024, the charter school's rate of chronic absenteeism was higher than the state for All Students, and lower than the state for three of six numerically significant student groups.

h. Graduation Rate 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., Basics: 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 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 Scholarship Prep – South Bay's outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2024-2025	*Unsatisfactory*
2025-2026	*Developing*
Concerns	The rating of *Unsatisfactory* in 2024-2025 was due to the school's "Low Performing" categorization by the state. The rating of *Developing* in 2025-2026 was due to the average of Dashboard indicators.

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

VI. VERIFIED DATA

Charter schools satisfying the Middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school's achieved measurable increases in academic achievement, or strong postsecondary outcomes for the timeframe specified in law. (Ed. Code, § 47607.2(b)(3).)

Per Education Code section 47607.2 (c)(2), the State Board of Education established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. When a verified data source does not provide an official participation rate, the District will calculate the participation rate using the number of students assessed as compared to the Stability Count (the number of students enrolled for a minimum of 245 consecutive calendar days at the same school) as reported publicly on DataQuest. If Stability Count is not available for a particular year, the District will use the charter school's norm enrollment as the comparison number. However, if the assessment provides the number of students assessed as compared to the total number of students enrolled in the assessment, the District will calculate a participation rate using those reported numbers.

Scholarship Prep – South Bay submitted verified data for consideration as part of its renewal application. The submission included verified data reports from i-Ready.

ELA

Charter School provided data for Reading from "i-Ready K-8 by Curriculum Associates" (i-Ready) *i-Ready Inform Growth* report for 2023-2024, 2024-2025, and 2025-2026 for All Students and for the following student groups: African American, English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities.

In accordance with i-Ready's Median Progress to Typical Growth targets[1] to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth," for 2023-2024 the charter school met growth expectations for All Students and a majority of student groups. For 2024-2025 and 2025-2026, the charter school met growth expectations for All Students and all student groups. For 2023-2024, 2024-2025, and 2025-2026, the charter school appears to include results of at least 95 percent of eligible students when applying the estimated participation rate.

[1] i-Ready Median Progress to Typical Growth targets in Reading to be 75% in Grades K-5 and 45% in Grades 6-8.

MATH

Charter School provided data for Math from an "i-Ready K-8 by Curriculum Associates" (i-Ready) *i-Ready Inform Growth* report for 2023-2024, 2024-2025, and 2025-2026 for All Students and for the following student groups: African American, English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities.

In accordance with i-Ready's Median Progress to Typical Growth targets[2] to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth," for 2023-2024 and 2024-2025 the charter school met growth expectations for All Students and all student groups. For 2025-2026, the charter school met growth expectations for All Students and a majority of student groups. For 2023-2024, 2024-2025, and 2025-2026, the charter school appears to include results of at least 95 percent of eligible students when applying the estimated participation rate.

In light of the above, the verified data submitted by Scholarship Prep – South Bay is considered clear and convincing in ELA and Math.

Please see the Scholarship Prep – South Bay verified data reports.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Scholarship Prep – South Bay's ending net assets are positive and have been upward trending since the 2021-2022 fiscal year.

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Ending Net Assets	$1,568,762	$1,649,411	$2,915,227	$3,157,172	$3,552,251
Net Income/Loss	$805,968	$80,649	$1,265,816	$241,945	$395,079
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment [A]	316	406	400	420	420

[A] Scholarship Prep – South Bay proposes to increase its enrollment capacity to 420 for its renewal charter term. See Section **I. ACTION PROPOSED** above. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

[2] i-Ready Median Progress to Typical Growth targets in Math are 80% in Grades K-5 and 60% in Grades 6-8.

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.

Scholarship Prep					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Ending Net Assets	Net Income / (Loss)	Ending Net Assets	Net Income / (Loss)
5 [1]	1 [1]	$12,257,660	$113,456	$0	$0

[1] Aside from the one (1) LAUSD-authorized Scholarship Prep charter school, Scholarship Prep operates four (4) additional Southern California charter schools: (1) Scholarship Prep Charter School (Santa Ana) (authorized by the Orange County Department of Education); (2) Scholarship Prep Charter School – Oceanside (authorized by the San Diego County Office of Education); (3) Scholarship Prep Charter – Riverside (authorized by the Riverside County Office of Education); and (4) Scholarship Prep – San Bernardino (Upland) (authorized by the San Bernardino County Office of Education).

Scholarship Prep - South Bay

Board District: 7 | Region: South | Location Code: 5269

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	222	-53.1	18.6	Increased Significantly	Yellow	-13.6	Lower	100%	235	-39.3	13.8	Increased	Yellow	-13.2	Lower	100%	246	-22.3	17.0	Increased Significantly	Yellow	-8.1	Lower
African American/Black	100%	49	-63.3	4.2	Increased	Yellow	-59.6	Lower	100%	45	-38.1	25.2	Increased Significantly	Yellow	-58.9	Higher	100%	48	-21.2	16.9	Increased Significantly	Yellow	-51.3	Higher
English Learner	100%	33	-99.3	-6.9	Declined	--	-67.7	Lower	100%	40	-72.2	27.1	Increased Significantly	Orange	-67.6	Lower	100%	42	-56.2	16.1	Increased Significantly	Yellow	-59.9	Higher
Homeless Youth	100%	24	-98.0	-32.0	Declined Significantly	--	-67.9	--	100%	32	-81.5	16.5	Increased Significantly	--	-70.4	Lower	100%	35	-62.1	19.4	Increased Significantly	Yellow	-68.9	Higher
Latino	99%	158	-54.1	20.3	Increased Significantly	Yellow	-40.2	Lower	100%	172	-41.7	12.5	Increased	Yellow	-39.3	Lower	100%	181	-24.1	17.6	Increased Significantly	Yellow	-33.7	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	100%	10	*	*	*	*	-109.6	*	100%	12	-91.0	--	--	--	-104.5	--
Socioeconomically Disadvantaged	100%	204	-54.9	21.1	Increased Significantly	Yellow	-42.6	Lower	100%	224	-42.3	12.6	Increased	Yellow	-40.9	Lower	100%	234	-23.7	18.5	Increased Significantly	Yellow	-35.3	Higher
Students with Disabilities	100%	36	-83.8	30.9	Increased Significantly	--	-96.3	Higher	100%	40	-72.4	11.4	Increased	Orange	-95.6	Higher	100%	44	-77.7	-5.3	Declined	Red	-89.4	Higher

Data Sources: California School Dashboard Research data files.

Scholarship Prep - South Bay

Board District: 7 | Region: South | Location Code: 5269

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	222	-99.4	6.0	Increased	Orange	-49.1	Lower	100%	236	-91.5	7.9	Increased	Yellow	-47.6	Lower	100%	246	-72.4	19.0	Increased Significantly	Yellow	-42.4	Lower
African American/Black	100%	49	-104.4	1.6	Maintained	Red	-104.5	Higher	100%	45	-102.0	2.4	Maintained	Red	-102.2	Higher	100%	48	-82.2	19.9	Increased Significantly	Yellow	-95.8	Higher
English Learner	100%	33	-113.7	6.8	Increased	--	-93.4	Lower	100%	41	-118.0	-4.3	Declined	Red	-93.4	Lower	100%	42	-84.3	33.7	Increased Significantly	Yellow	-86.1	Higher
Homeless Youth	100%	24	-126.1	-39.1	Declined Significantly	--	-101.3	--	100%	32	-139.3	-13.2	Declined	--	-106.0	Lower	100%	35	-111.5	27.8	Increased Significantly	Orange	-102.8	Lower
Latino	99%	158	-99.8	11.8	Increased	Orange	-80.8	Lower	100%	173	-92.9	7.0	Increased	Yellow	-79.2	Lower	100%	181	-71.7	21.2	Increased Significantly	Yellow	-73.6	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	100%	10	*	*	*	*	-163.5	*	100%	12	-143.5	--	--	--	-158.9	--
Socioeconomically Disadvantaged	100%	204	-101.0	6.3	Increased	Orange	-80.8	Lower	100%	224	-96.7	4.2	Increased	Orange	-78.2	Lower	100%	234	-74.2	22.6	Increased Significantly	Yellow	-72.9	Lower
Students with Disabilities	100%	36	-130.8	31.4	Increased Significantly	--	-127.3	Lower	100%	40	-140.8	-10.0	Declined	Red	-124.3	Lower	100%	44	-121.0	19.7	Increased Significantly	Orange	-120.7	Lower

Data Sources: California School Dashboard Research data files.

Scholarship Prep - South Bay

Board District: 7 | Region: South | Location Code: 5269

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														
	Dashboard 2024						Dashboard 2025							
Student Group	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%	69	38.1	--	51.2	Lower	100%	76	44.2	6.1	Increased Significantly	Yellow	52.6	Lower
African American/Black	100%	17	32.1	--	41.4	--	100%	16	42.8	10.8	Increased Significantly	--	43.4	--
English Learner	100%	10	*	*	39.0	*	100%	13	44.5	--	--	--	41.1	--
Homeless Youth	100%	10	*	*	40.1	*	100%	15	38.7	--	--	--	41.5	--
Latino	100%	46	40.0	--	45.4	Lower	100%	54	45.6	5.6	Increased Significantly	Green	47.1	Lower
Socioeconomically Disadvantaged	100%	67	38.0	--	45.6	Lower	100%	73	44.8	6.8	Increased Significantly	Yellow	47.1	Lower
Students with Disabilities	100%	14	34.6	--	36.7	--	100%	10	*	*	*	*	38.3	*

Data Sources: California School Dashboard Research data files.

Scholarship Prep - South Bay

Board District: 7 | Region: South | Location Code: 5269

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 30 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	40	35.0%	-0.3	Maintained	Orange	48.7%	Lower	45	42.2%	7.2	Increased	Yellow	45.7%	Lower	41	24.4%	-17.8	Declined Significantly	Red	46.4%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	11	45.5%	--	--	--	45.8%	--	11	18.2%	-27.3	Declined Significantly	--	49.1%	--

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	35.0%	0%	30.0%	35.0%	45.7%	2.3%	32.2%	18.3%
2024	EL	42.2%	0%	35.6%	22.2%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	45.5%	0%	36.4%	18.2%	41.6%	3.4%	28.5%	24.7%
2025	EL	24.4%	0%	36.6%	39.0%	44.6%	1.3%	35.5%	17.2%
2025	LTEL	18.2%	0%	36.4%	45.5%	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.

Scholarship Prep - South Bay

Board District: 7 | Region: South | Location Code: 5269

CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	429	21.0%	-1.5	Declined	Orange	24.3%	Lower	411	23.6%	2.6	Increased	Red	18.6%	Higher	428	1.4%	-22.2	Declined Significantly	Blue	17.1%	Lower
African American/Black	97	20.6%	-2.4	Declined	Orange	36.4%	Lower	74	27.0%	6.4	Increased	Red	31.3%	Lower	84	1.2%	-25.8	Declined	Blue	29.8%	Lower
English Learner	55	20.0%	4.1	Increased	Orange	26.3%	Lower	54	16.7%	-3.3	Declined	Yellow	20.1%	Lower	51	0.0%	-16.7	Declined	Blue	18.1%	Lower
Homeless Youth	39	25.6%	0.6	Increased	--	38.7%	Lower	46	21.7%	-3.9	Declined	Orange	32.7%	Lower	54	0.0%	-21.7	Declined	Blue	30.7%	Lower
Latino	307	21.5%	-1.6	Declined	Orange	28.4%	Lower	310	22.6%	1.1	Increased	Red	21.7%	Higher	319	1.3%	-21.3	Declined Significantly	Blue	20.1%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	11	9.1%	--	--	--	23.9%	--	12	0.0%	-9.1	Declined	--	22.5%	--
Socioeconomically Disadvantaged	380	21.6%	-2.4	Declined	Orange	29.9%	Lower	391	23.5%	2.0	Increased	Red	23.4%	Higher	396	1.3%	-22.3	Declined Significantly	Blue	21.7%	Lower
Students with Disabilities	55	23.6%	-2.7	Declined	Orange	33.1%	Lower	52	28.8%	5.2	Increased	Red	26.3%	Higher	63	4.8%	-24.1	Declined	Green	24.9%	Lower

Data Sources: California School Dashboard Research data files.

Scholarship Prep - South Bay

Board District: 7 | Region: South | Location Code: 5269

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	445	0.0%	0.0	Maintained	Blue	3.5%	Lower	423	0.0%	0.0	Maintained	Blue	3.2%	Lower	434	0.0%	0.0	Maintained	Blue	2.9%	Lower
African American/Black	102	0.0%	0.0	Maintained	Blue	8.8%	Lower	81	0.0%	0.0	Maintained	Blue	8.4%	Lower	84	0.0%	0.0	Maintained	Blue	7.7%	Lower
English Learner	57	0.0%	0.0	Maintained	Blue	3.7%	Lower	56	0.0%	0.0	Maintained	Blue	3.4%	Lower	53	0.0%	0.0	Maintained	Blue	3.2%	Lower
Homeless Youth	39	0.0%	0.0	Maintained	--	6.5%	Lower	46	0.0%	0.0	Maintained	Blue	5.7%	Lower	54	0.0%	0.0	Maintained	Blue	5.1%	Lower
Latino	318	0.0%	0.0	Maintained	Blue	3.8%	Lower	315	0.0%	0.0	Maintained	Blue	3.4%	Lower	325	0.0%	0.0	Maintained	Blue	3.0%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	11	0.0%	0.0	Maintained	--	8.1%	--	12	0.0%	0.0	Maintained	--	7.0%	--
Socioeconomically Disadvantaged	393	0.0%	0.0	Maintained	Blue	4.5%	Lower	400	0.0%	0.0	Maintained	Blue	4.0%	Lower	400	0.0%	0.0	Maintained	Blue	3.6%	Lower
Students with Disabilities	57	0.0%	0.0	Maintained	Blue	5.9%	Lower	55	0.0%	0.0	Maintained	Blue	5.4%	Lower	64	0.0%	0.0	Maintained	Blue	5.0%	Lower

Data Sources: California School Dashboard Research data files.

Scholarship Prep - South Bay

Board District: 7 | Region: South | Location Code: 5269

Local Indicators Report

Local Indicators - CA School Dashboard Indicator			
Priority	**2023 Dashboard**	**2024 Dashboard**	**2025 Dashboard**
Basic Services and Conditions (Priority 1)	Standard Met	Standard Met	Standard Met
Implementation of State Academic Standards (Priority 2)	Standard Met	Standard Met	Standard Met
Parent and Family Engagement (Priority 3)	Standard Met	Standard Met	Standard Met
School Climate (Priority 6)	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study (Priority 7)	Standard Met	Standard Met	Standard Met

Data Sources: California School Dashboard Local Indicators Research data files.

Scholarship Prep - South Bay

Board District: 7 | Region: South | Location Code: 5269

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group									
	2023-2024			2024-2025			2025-2026		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	402	529,902	5,837,690	421	516,685	5,806,221	417	497,105	5,731,260
F/R Meal	94.3%	80.6%	61.6%	92.2%	81.9%	62.7%	83.9%	82.2%	62.4%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A	0.0%	14.1%	N/A
English Learner	13.4%	20.1%	18.4%	11.4%	18.6%	17.4%	12.2%	16.4%	16.2%
Foster Youth	1.0%	0.6%	0.5%	1.4%	0.5%	0.5%	1.7%	0.5%	0.5%
Homeless Youth	9.2%	2.1%	3.6%	11.9%	2.7%	4.0%	12.0%	2.4%	3.8%
Socioeconomically Disadvantaged	94.8%	81.3%	62.7%	92.6%	82.4%	63.6%	84.4%	82.7%	63.1%
Students w/ Disabilities	12.4%	14.8%	13.7%	13.3%	15.6%	14.2%	12.9%	16.4%	14.8%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%	0.0%	0.3%	0.8%
African American/Black	17.4%	7.3%	4.9%	19.2%	7.1%	4.9%	20.4%	7.2%	4.8%
American Indian or Alaska Native	0.2%	0.1%	0.4%	0.0%	0.1%	0.4%	0.2%	0.1%	0.4%
Asian	0.5%	3.4%	9.9%	0.7%	3.3%	10.1%	0.2%	3.3%	10.3%
Filipino	1.2%	1.7%	2.2%	0.5%	1.6%	2.2%	0.2%	1.7%	2.2%
Latino	76.1%	73.8%	56.1%	74.3%	73.6%	56.1%	76.7%	72.9%	56.0%
Native Hawaiian or Pacific Islander	0.5%	0.2%	0.4%	0.7%	0.2%	0.4%	0.5%	0.1%	0.4%
White	2.0%	9.8%	20.3%	2.4%	9.7%	20.0%	1.7%	9.7%	19.7%
Two or More Races	0.0%	2.0%	4.6%	0.0%	2.1%	4.8%	0.0%	2.2%	4.9%
Not Reported	2.0%	1.8%	1.1%	2.1%	2.2%	1.2%	0.0%	2.7%	1.3%

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

Scholarship Prep - South Bay

Board District: 7 | Region: South | Location Code: 5269

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.

	2023-2024						2024-2025						2025-2026					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	7	9.1%	15,302	6.5%	211,186	10.6%	6	8.5%	13,052	5.9%	198,853	10.4%	9	12.9%	10,142	4.9%	174,300	9.5%
At-Risk 4-5 Years	9	11.7%	15,717	6.7%	136,188	6.8%	7	9.9%	11,406	5.2%	115,009	6.0%	8	11.4%	11,109	5.4%	113,143	6.2%
EL 0-3 Years	29	37.7%	60,574	25.7%	519,651	26.0%	23	32.4%	57,726	26.1%	516,862	26.9%	23	32.9%	48,131	23.5%	467,800	25.6%
EL 4+ Years & Not At-Risk or LTEL	9	11.7%	14,725	6.2%	207,768	10.4%	12	16.9%	13,775	6.2%	178,306	9.3%	11	15.7%	11,946	5.8%	170,621	9.3%
EL Total	54	70.1%	106,318	45.0%	1,074,793	53.8%	48	67.6%	95,959	43.3%	1,009,030	52.6%	51	72.9%	81,328	39.7%	925,864	50.7%
RFEP	23	29.9%	129,789	55.0%	924,422	46.2%	23	32.4%	125,465	56.7%	909,298	47.4%	19	27.1%	123,618	60.3%	900,560	49.3%
Total Ever EL	77	100.0%	236,107	100.0%	1,999,215	100.0%	71	100.0%	221,424	100.0%	1,918,328	100.0%	70	100.0%	204,946	100.0%	1,826,424	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesltel.asp

Scholarship Prep - South Bay

Board District: 7 | Region: South | Location Code: 5269

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						2025-2026					
	School			Los Angeles Unified			School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	402			529,902			421			516,685			417			497,105		
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**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	49	100.0%	12.2%	78,319	100.0%	14.8%	56	100.0%	13.3%	80,505	100.0%	15.6%	54	100.0%	12.9%	81,470	100.0%	16.4%
High Incidence	43	87.8%	10.7%	52,153	66.6%	9.8%	41	73.2%	9.7%	52,412	65.1%	10.1%	45	83.3%	10.8%	51,757	63.5%	10.4%
Low Incidence	6	12.2%	1.5%	26,162	33.4%	4.9%	15	26.8%	3.6%	28,084	34.9%	5.4%	9	16.7%	2.2%	29,702	36.5%	6.0%
Autism	5	10.2%	1.2%	18,713	23.9%	3.5%	12	21.4%	2.9%	20,802	25.8%	4.0%	7	13.0%	1.7%	22,739	27.9%	4.6%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%	0	0.0%	0.0%	10	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%	0	0.0%	0.0%	172	0.2%	0.0%
Emotional Disturbance	1	2.0%	0.2%	1,148	1.5%	0.2%	1	1.8%	0.2%	1,082	1.3%	0.2%	2	3.7%	0.5%	964	1.2%	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%	0	0.0%	0.0%	1	0.0%	0.0%
Hard of Hearing	0	0.0%	0.0%	971	1.2%	0.2%	1	1.8%	0.2%	931	1.2%	0.2%	0	0.0%	0.0%	903	1.1%	0.2%
Intellectual Disability	0	0.0%	0.0%	3,393	4.3%	0.6%	1	1.8%	0.2%	3,381	4.2%	0.7%	0	0.0%	0.0%	3,259	4.0%	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%	0	0.0%	0.0%	1,043	1.3%	0.2%
Other Health Impairment	12	24.5%	3.0%	10,930	14.0%	2.1%	8	14.3%	1.9%	11,596	14.4%	2.2%	12	22.2%	2.9%	12,092	14.8%	2.4%
Orthopedic Impairment	0	0.0%	0.0%	533	0.7%	0.1%	0	0.0%	0.0%	434	0.5%	0.1%	0	0.0%	0.0%	405	0.5%	0.1%
Specific Learning Disability	19	38.8%	4.7%	29,615	37.8%	5.6%	22	39.3%	5.2%	29,368	36.5%	5.7%	18	33.3%	4.3%	28,727	35.3%	5.8%
Speech or Language Impairment	12	24.5%	3.0%	11,608	14.8%	2.2%	11	19.6%	2.6%	11,448	14.2%	2.2%	15	27.8%	3.6%	10,938	13.4%	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%	0	0.0%	0.0%	59	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%	0	0.0%	0.0%	158	0.2%	0.0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Attachment C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
SCHOLARSHIP PREP – SOUTH BAY
BOARD OF EDUCATION REPORT 100 – 26/27
October 13, 2026

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2027 until June 30, 2032 to serve up to 420 students in grades TK-8 in each year of the charter term.

II. Summary Description of Current District Practice:
Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:
The approval of this charter petition would renew the charter of Scholarship Prep – South Bay for five (5) years beginning July 1, 2027 until June 30, 2032.

IV. Effects of This Proposal:
The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:
If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services. Student Integration Services provided feedback for the charter petition to ensure compliance.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

Yolanda Jordan
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

File #: Rep-074-26/27, **Version:** 1 **Agenda Date:** 10/13/2026
In Control: Charter Schools Division

Approval of the Renewal Petition for Alliance Renee and Meyer Luskin Academy High [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Alliance Renee and Meyer Luskin Academy High) Recommends approval of the renewal petition for Alliance Renee and Meyer Luskin Academy High, a Middle performing, Start-Up Independent charter school, with benchmarks in the areas of academics (English Language Arts for the English Learner student group) and conditions and climate (Suspension Rate for the African American/Black student group), located in Board District 1 and Region South, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 600 students in grades 9-12 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Alliance Renee and Meyer Luskin Academy High ("Charter School"), a Start-Up Independent charter school, with benchmarks in the areas of academics (English Language Arts for the English Learner student group) and conditions and climate (Suspension Rate for the African American/Black student group), located in Board District 1 and Region South, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 600 students in grades 9-12 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
Alliance Renee and Meyer Luskin Academy High is a 9-12 high school currently serving 520 students on a private facility at 2941 W. 70th St., Los Angeles, CA, 90043 in Board District 1 and Region South. Alliance Renee and Meyer Luskin Academy High was originally approved by the LAUSD Board of Education on May 24, 2011. On November 24, 2020, the charter school was renewed for a five-year term to serve 600 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Alliance Renee and Meyer Luskin Academy High expires June 30, 2027.

On July 16, 2026, Alliance Renee and Meyer Luskin Academy High submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through October 14, 2026.

An initial Public Hearing was held on August 25, 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 Alliance Renee and Meyer Luskin Academy High governing board members complete questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. Additionally, resumes and due diligence forms are requested from Alliance Renee and Meyer Luskin Academy High's Lead Petitioner; Executive Director/Chief Executive Officer or equivalent; Principal or equivalent; Financial manager or equivalent; and Chief Financial Officer or equivalent, as applicable. A confidential due diligence review of the charter school, the governing organization, and school's leaders, may be conducted by the Office of the Inspector General (OIG) as appropriate, and to the extent the OIG identifies any material concerns, 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 14 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, applicable policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the

terms set forth in Charter School's renewal petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the renewal petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2027.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal 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 renewal 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. 074, 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's renewal petition.

Policy Implications:
All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact:
State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law, including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue

to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:
As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

Issues and Analysis:
If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:
Signature Page
Attachment A- Staff Assessment and Recommendation Report
Attachment B- Alliance Renee and Meyer Luskin Academy High Data Set
Attachment C- Alliance Renee and Meyer Luskin Academy High RSM Data Set
Attachment D- Desegregation Impact Statement

Budget, Petition, Verified Data Reports, and CORE Data (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1kwg04T8R8BZSUcmEAejzUPNb59UWlKO7?usp=sharing>

Submitted:
9/17/26

RESPECTFULLY SUBMITTED,

ANDRÉS E. CHAIT
Superintendent of Schools

APPROVED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Division of Data, Strategy, and Innovation

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 074-26/27
October 13, 2026

School Name:	**Alliance Renee and Meyer Luskin Academy High**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 14, 2026**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Alliance College-Ready Public Schools**		
Location Code:	**7694**		
Type of Site(s):	**Private**		
Site Address(es):	**2941 W. 70th St., Los Angeles, CA 90043**		
Board District(s):	**1**	Region(s):	**South**
Grade Levels Served:	**9-12**	Current Enrollment:	**520**
Grade Levels Authorized in Current Charter:	**9-12**	Approved Enrollment in Current Charter:	**600**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2026 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval with benchmarks for a five (5)-year term (2027-2032)**		
PROPOSED BENCHMARKS:	The following benchmarks are proposed for Alliance Renee and Meyer Luskin Academy High for the 2027-2032 charter term: 1. In each year of the charter term, the charter school shall demonstrate academic growth in English Language Arts (ELA) for the English Learner student group as reported on the California School Dashboard ELA Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level; or by achieving a DFS that is equal to or higher than their respective student group state average DFS. 2. In each year of the charter term, the charter school shall demonstrate progress on the Suspension Rate Indicator for the African American/Black student group as reported on the California School Dashboard by making progress towards lowering the percent of students suspended at least one day by achieving a Declined or Declined Significantly from the prior year as measured by Change Level; or by achieving a percentage of students that are suspended at least one day that is equal to or lower than their respective student group state percentage that are suspended at least one day.		

PROPOSED BENCHMARKS (CONT.):	As part of ongoing oversight, the District will review the charter school's performance at its annual oversight visit to determine any appropriate actions, including consideration of the school's progress upon submission of a renewal petition at the end of the term of the charter.

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Alliance Renee and Meyer Luskin Academy High ("Alliance Luskin" or "Charter School"), with benchmarks in the area of academics, and conditions and climate, located in Board District 1 and Region South, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 600 students in grades 9-12 in each year of the charter term.

II. RENEWAL REQUIREMENTS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 14 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
  These criteria have been determined not to be bases for denial.

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)
  These criteria have been determined not to be bases for denial.

Charter Petition Requirement:

In accordance with Education Code section 47611.5, a charter school charter shall contain a declaration regarding whether or not the charter school shall be deemed the exclusive public school employer of the employees at the charter school for the purposes of Section 3540.1 of the Government Code, and that declaration shall not be materially inconsistent with the charter.

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?
  This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	Alliance Renee and Meyer Luskin Academy High
Initial Authorization:	On May 24, 2011, Alliance Renee and Meyer Luskin Academy High (formerly named College-Ready Academy High School No. 17) was authorized by the LAUSD Board of Education to serve 500 students in grades 9-12.
Most Recent Renewal:	The charter was renewed on November 24, 2020, for a five-year term (July 1, 2021- June 30, 2026) to serve up to 600 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Alliance Renee and Meyer Luskin Academy High expires June 30, 2027.
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on September 28, 2021, to add an admissions preference.
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Alliance Renee and Meyer Luskin Academy High submitted its renewal petition application on July 16, 2026. The 90-day statutory timeline for Board action on the petition runs through October 14, 2026.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Alliance Renee and Meyer Luskin Academy High implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Alliance Renee and Meyer Luskin Academy High participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Alliance Renee and Meyer Luskin Academy High is operated by Alliance College-Ready Public Schools ("Alliance"), a California nonprofit public benefit corporation that also operates 21 other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

A. Summary

Alliance Luskin has been identified by the state as a Middle performing charter school. The recommendation for renewal considers the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard ("Dashboard"), and whether there was clear and convincing verified data evidence showing the charter school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School's Dashboard performance was lower than the state for a majority of applicable academic indicators, but higher in College Career Indicator (CCI). The school submitted verified data (postsecondary data) that was determined not to be clear and convincing. However, as compared to resident schools, the charter school demonstrated higher results in both English Language Arts (ELA) and Math. The recommendation of approval is based on a holistic review of the charter school including, the combined outcomes on Dashboard performance and comparison to resident schools.

Please see the Alliance Renee and Meyer Luskin Academy High data sets and verified data reports.

a. 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.

Alliance Renee and Meyer Luskin Academy High Dashboard Indicators

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
Dashboard 2023	Yellow	Red	Not Applicable	Green	Medium	Not Applicable	Blue	Yellow
Dashboard 2024	Yellow	Yellow	No Performance Color	Red	Orange	Not Applicable	Yellow	Orange
Dashboard 2025	Orange	Orange	Yellow	Yellow	Green	Not Applicable	Green	Orange

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

b. 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 for all numerically significant student groups. In 2024, in ELA, the charter school's DFS was higher than the state for All Students, and higher than the state for a majority of 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 a majority of numerically significant student groups.

As noted above, staff is recommending a benchmark in ELA for the English Learner student group. In order to improve student outcomes in ELA, Alliance Luskin leaders report providing teachers with biweekly one-on-one coaching and observation, and providing push-in tutoring support in ELA classrooms and academic intervention for select students in Advisory classes.

Alliance Renee and Meyer Luskin Academy High - English Language Arts Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**98%**	**121**	**-44.4**	**-13.6**	**Lower**
Latino	97%	98	-46.2	-40.2	Lower
Socioeconomically Disadvantaged	98%	120	-43.0	-42.6	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Renee and Meyer Luskin Academy High - English Language Arts Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**96%**	**115**	**-5.0**	**-13.2**	**Higher**
Latino	98%	90	-1.1	-39.3	Higher
English Learner	95%	34	-68.1	-67.6	Lower
Socioeconomically Disadvantaged	96%	114	-3.8	-40.9	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Renee and Meyer Luskin Academy High - English Language Arts Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**98%**	**128**	**-37.5**	**-8.1**	**Lower**
Latino	97%	107	-33.0	-33.7	Higher
English Learner	98%	49	-92.7	-59.9	Lower
Socioeconomically Disadvantaged	98%	121	-38.8	-35.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

c. Math Indicator

In 2023, 2024, and 2025, in Math, the charter school's DFS was lower than the state for All Students, and lower than the state for all numerically significant student groups.

In order to improve student outcomes in Math, Charter School leaders report utilizing structured peer to peer collaboration strategies in Math classes, adding a foundational math course to the school's master schedule, and offering additional math support lessons during Advisory classes to target areas of need identified through analysis of formative assessment data.

Alliance Renee and Meyer Luskin Academy High - Mathematics Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**97%**	**120**	**-133.3**	**-49.1**	**Lower**
Latino	96%	97	-131.8	-80.8	Lower
Socioeconomically Disadvantaged	97%	119	-131.6	-80.8	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Renee and Meyer Luskin Academy High - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**96%**	**117**	**-94.0**	**-47.6**	**Lower**
Latino	99%	92	-89.0	-79.2	Lower
English Learner	100%	37	-152.4	-93.4	Lower
Socioeconomically Disadvantaged	97%	116	-92.9	-78.2	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Renee and Meyer Luskin Academy High - Mathematics Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**98%**	**132**	**-102.0**	**-42.4**	**Lower**
Latino	98%	112	-98.7	-73.6	Lower
English Learner	98%	53	-128.8	-86.1	Lower
Socioeconomically Disadvantaged	98%	124	-102.4	-72.9	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

d. Science Indicator

In 2024 in Science, the charter school's Science Points (SPs) were lower than the state for All Students, and higher than the state for the majority of numerically significant student groups. In 2025 in Science, the charter school's SPs were lower than the state for All Students, and for all numerically significant student groups.

In order to improve student outcomes in Science, Charter School leaders report providing Science faculty with enhanced professional development of the charter school's science curriculum, which includes direct trainings from the curriculum's publisher. Additionally, the charter school reports that Science teachers embed California Science Test (CAST) practice strategies into their lessons and school leaders observe and provide feedback to Science teachers on a weekly basis.

Alliance Renee and Meyer Luskin Academy High - Science Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**96%**	**120**	**48.1**	**51.2**	**Lower**
Latino	97%	92	49.7	45.4	Higher
English Learner	97%	37	38.7	39.0	Lower
Socioeconomically Disadvantaged	96%	119	48.2	45.6	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Renee and Meyer Luskin Academy High - Science Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**99%**	**137**	**45.9**	**52.6**	**Lower**
Latino	99%	115	46.4	47.1	Lower
English Learner	100%	54	36.8	41.1	Lower
Socioeconomically Disadvantaged	99%	128	46.2	47.1	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 on the English Learner Progress Indicator (ELPI), the charter school's English Learner Progress Rate was higher than the state. In 2024 and 2025, on the ELPI, the charter school's English Learner Progress Rate was lower than the state.

In order to improve student outcomes in ELPI, Charter School leaders report providing English Learners with adapted educational materials, including translations of key vocabulary, and opportunities for structured student discussions to support language acquisition. Charter School leaders also report that they regularly observe teachers and provide coaching in English Language Development strategies.

Alliance Renee and Meyer Luskin Academy High - English Learner Progress Indicator - 2023 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	98.2%	98	49.0%	48.7%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Renee and Meyer Luskin Academy High - English Learner Progress Indicator - 2024 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	95%	82	35.4%	45.7%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Renee and Meyer Luskin Academy High - English Learner Progress Indicator - 2025 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	95%	88	39.8%	46.4%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

f. College/Career Indicator

In 2023, the charter school's percentage of students prepared was lower for All Students, and higher than the state for all numerically significant student groups. In 2024, the charter school's percentage of students prepared was lower than the state for All Students, and for all numerically significant student groups. In 2025, the charter school's percentage of students prepared was higher than the state for All Students, and for all numerically significant student groups.

Alliance Renee and Meyer Luskin Academy High - College/Career Indicator - 2023 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**108**	**38.0%**	**43.9%**	**Lower**
Latino	79	44.3%	35.5%	Higher
Socioeconomically Disadvantaged	107	38.3%	35.4%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Renee and Meyer Luskin Academy High - College/Career Indicator - 2024 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**129**	**27.9%**	**45.3%**	**Lower**
Latino	105	31.4%	37.4%	Lower
Socioeconomically Disadvantaged	129	27.9%	37.4%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Alliance Renee and Meyer Luskin Academy High - College/Career Indicator - 2025 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
All Students	**129**	**58.9%**	**51.7%**	**Higher**
Latino	99	60.6%	45.1%	Higher

Alliance Renee and Meyer Luskin Academy High - College/Career Indicator - 2025 Dashboard				
Student Group	Students with Scores	Charter Prepared	State Prepared	Charter to State Comparison
English Learner	38	31.6%	24.3%	Higher
Long-Term English Learner	31	32.3%	24.9%	Higher
Socioeconomically Disadvantaged	128	59.4%	44.8%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

g. Chronic Absenteeism Indicator
Not applicable

h. Graduation Rate Indicator [HS only]
In 2023, 2024, and 2025, the charter school's percentage of graduated students was higher than the state for All Students, and for all numerically significant student groups. Alliance Luskin's students must meet A-G requirements with a grade of "C" or better.

i. Suspension Rate Indicator
In 2023, the charter school's percentage of students suspended at least once was lower than the state for All Students, and lower for all numerically significant student groups. In 2024, the charter school's percentage of students suspended at least once was higher than the state for All Students, and lower for the majority of numerically significant student groups. In 2025, the charter school's percentage of students suspended at least once was higher than the state for All Students, and higher for a majority of numerically significant student groups.

As noted above, staff is recommending a benchmark for the Suspension Rate Indicator for the African American/Black student group. In order to reduce the charter school's suspension rate, Charter School leaders report staff is trained in various modalities such as restorative justice practices and de-escalation strategies. Additionally, Charter School leaders report efforts to promote a positive school culture through student activities and incentives.

j. Dashboard Local Indicators
Staff also considered the Local Indicators (e.g., Basics: 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 categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*.

Please see below for Alliance Renee and Meyer Luskin Academy High's outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2024-2025	*Developing*
2025-2026	*Developing*
Concerns	The rating of Developing in 2024-2025 and 2025-2026 was due to the average of Dashboard indicators.

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2024-2025	*Developing*
2025-2026	*Proficient*
Concerns	The rating of *Developing* in 2024-2025 was primarily due to the Alliance charter schools' pattern of financial practices related to certain expenditures, as well as delays in depositing school-site funds. Alliance represented to the District that the expenditures reviewed by the District were funded through philanthropic/private sources and provided supporting documentation. The CSD will continue to monitor these matters through the oversight process.

VI. VERIFIED DATA

Charter schools satisfying the Middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school's achieved measurable increases in academic achievement, or strong postsecondary outcomes for the timeframe specified in law. (Ed. Code, § 47607.2(b)(3).)

POSTSECONDARY OUTCOMES

Pursuant to Education Code section 47607.2(c)(2) specifies that strong postsecondary outcomes are defined by, "college enrollment, persistence, and completion rates equal to similar peers." To determine whether a charter school has demonstrated strong postsecondary outcomes, multiple data sources may need to be considered to assess college enrollment, persistence, and completion, as well as to identify similar peers.

Alliance Renee and Meyer Luskin Academy High submitted one (1) year of postsecondary data for consideration as part of its renewal application. The submission included a postsecondary report from the National Student Clearinghouse (NSC) StudentTracker for High Schools Aggregate Report for the most recent year, dated November 20, 2025. However, as Charter School provided only one (1) year of postsecondary data, it was not clear and convincing evidence of strong postsecondary outcomes for the majority of measures as compared to similar peers.

Please see the Alliance Renee and Meyer Luskin Academy High verified data (postsecondary reports).

VII. FURTHER ANALYSIS FOR MIDDLE PERFORMING CHARTER SCHOOLS

Following the review of the foregoing performance data for this charter school placing a greater weight on academic performance on the California School Dashboard, and considering Charter School's submitted verified data was not overall clear and convincing, staff determined that the school's performance requires further review.

Based on the charter school's performance on California School Dashboard, and the verified data submitted by the charter school, Staff conducted a further analysis of the charter school's performance in comparison to the Resident Schools Median (RSM) in ELA and Math.[1]

In ELA, as indicated in the tables below, when comparing the charter school to the RSM, Alliance Renee and Meyer Luskin Academy High's data indicates that its student performance on the California School Dashboard in 2023 was higher than the RSM for All Students, and higher for one of two numerically significant student groups. In 2024 and 2025, the charter school's data indicates that its student performance was higher than the RSM for All Students, and for all numerically significant student groups.

In Math, the charter school's data indicates that its performance in 2023, 2024, and 2025, was higher than the RSM for All Students, and for all numerically significant student groups.

Resident Schools Analysis

Alliance Renee and Meyer Luskin Academy High English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - 2023 Dashboard

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	**121**	**Yellow**	**-44.4**	**1,671**	**Orange**	**-53.0**	**Higher**
Latino	98	Red	-46.2	1,311	Orange	-44.2	Lower
Socioeconomically Disadvantaged	120	Yellow	-43.0	1,308	Orange	-47.8	Higher

Data Sources: California School 2023 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

[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.

Alliance Renee and Meyer Luskin Academy High English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - 2024 Dashboard

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	**115**	**Yellow**	**-5.0**	**1,839**	**Orange**	**-67.2**	**Higher**
Latino	90	Yellow	-1.1	1,523	Orange	-61.5	Higher
English Learner	34	No Color	-68.1	492	No Color	-128.8	Higher
Socioeconomically Disadvantaged	114	Yellow	-3.8	1,776	Orange	-70.6	Higher

Data Sources: California School 2024 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

Alliance Renee and Meyer Luskin Academy High English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - 2025 Dashboard

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	**128**	**Orange**	**-37.5**	**1,757**	**Orange**	**-44.4**	**Higher**
Latino	107	Orange	-33.0	1,428	Orange	-47.4	Higher
English Learner	49	Red	-92.7	450	Orange	-102.3	Higher
Socioeconomically Disadvantaged	121	Orange	-38.8	1,704	Orange	-44.5	Higher

Data Sources: California School 2025 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

Alliance Renee and Meyer Luskin Academy High Math (Grades 3-8 and Grade 11) Academic Indicator Medians - 2023 Dashboard

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	**120**	**Red**	**-133.3**	**1,672**	**Orange**	**-139.4**	**Higher**
Latino	97	Red	-131.8	1,312	Orange	-136.8	Higher
Socioeconomically Disadvantaged	119	Red	-131.6	1,311	Orange	-139.8	Higher

Data Sources: California School 2023 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

Alliance Renee and Meyer Luskin Academy High Math (Grades 3-8 and Grade 11) Academic Indicator Medians - 2024 Dashboard							
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	**117**	**Yellow**	**-94.0**	**1,838**	**Orange**	**-156.1**	**Higher**
Latino	92	Yellow	-89.0	1,523	Red	-148.8	Higher
English Learner	37	No Color	-152.4	494	No Color	-195.2	Higher
Socioeconomically Disadvantaged	116	Yellow	-92.9	1,775	Red	-156.9	Higher

Data Sources: California School 2024 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

Alliance Renee and Meyer Luskin Academy High Math (Grades 3-8 and Grade 11) Academic Indicator Medians - 2025 Dashboard							
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	**132**	**Orange**	**-102.0**	**1,758**	**Orange**	**-118.6**	**Higher**
Latino	112	Orange	-98.7	1,430	Orange	-122.3	Higher
English Learner	53	Orange	-128.8	452	Orange	-152.0	Higher
Socioeconomically Disadvantaged	124	Orange	-102.4	1,705	Orange	-119.0	Higher

Data Sources: California School 2025 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

VIII. SUPPLEMENTAL INFORMATION

The California Department of Education (CDE) specified that, "The CORE growth model was not adopted by the California State Board of Education (SBE) as verified data."[2] The CDE further specified that, "CAASPP reported data can only be used in a manner consistent with the data reported on the CAASPP website and Dashboard. CAASPP data, and methodologies for analyzing CAASPP data (e.g., CORE Student Growth Percentiles) that are mutually agreed upon by the chartering authority and charter school, may be used to supplement Dashboard results. However, CAASPP data may not be used to dispute the Dashboard results."[3]

Charter School signed an agreement with LAUSD to submit CORE. Charter School submitted CORE Student Growth Percentiles to be used to supplement Dashboard results which was considered as part of the renewal analysis.

IX. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Alliance Renee and Meyer Luskin Academy High's ending net assets are positive.

[2] https://www.cde.ca.gov/sp/ch/verifdatafaqs.asp#can-core-data-be-used-as-verified-data-updated-06-jun-2023
[3] https://www.cde.ca.gov/sp/ch/verifdatacrit.asp

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Ending Net Assets	$5,691,647	$6,738,260	$7,183,244	$7,168,476	$6,959,221
Net Income/Loss	$694,619	$1,046,613	$444,984	($14,768) [1]	($209,255) [1]
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment	524	509	522	520	520

[1] According to Alliance, the net loss of ($14,768) reported for Fiscal Year (FY) 2024-2025 and the projected net loss of ($209,255) for FY 2025-2026 were primarily due to lower one-time funding available to the school. Alliance asserted that the school is strategically using reserves to maintain quality programs while moving towards fiscal sustainability.

Notwithstanding the net losses described above, Alliance Renee and Meyer Luskin Academy High has maintained positive ending net assets for the most current four school years and projects positive ending net assets for FY 2025-2026. As summarized in the financial table above, Charter School reported $7,168,476 in ending net assets as of June 30, 2025, based on its 2024-2025 independent audit report.

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.

Alliance College-Ready Public Schools					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Ending Net Assets	Net Income / (Loss)	Ending Net Assets	Net Income / (Loss)
23 [2]	23 [2]	$196,339,482	($14,114,517) [3]	$33,902,657	($7,009,544) [3]

[2] Effective June 30, 2025, Alliance Tennenbaum Family Technology High ("Alliance Tennenbaum") was closed following the Alliance Board's March 12, 2025, approval to voluntarily surrender Alliance Tennenbaum's charter, citing existing and projected enrollment trends and

related fiscal and operational challenges. As such, there are 22 Alliance charter schools in School Years 2025-2026 and 2026-2027 that are operational and authorized by LAUSD.

[3] The Alliance organization reported a net loss of more than $14 million for the 2025-2026 school year including its related parties and charter schools, and a net loss of more than $7 million excluding its related parties and charter schools. Alliance explained that the losses were primarily driven by several one-time events, including:

- Approximately $7 million in net losses were incurred by 17 of its 23 Alliance charter schools. According to Alliance, these losses were primarily attributable to the expiration of one-time pandemic-related funding, declines in enrollment, and higher-than-expected operating costs. Alliance asserted that the affected charter schools used their reserves to maintain program quality during the fiscal year.
- The remaining $7 million net loss reported by the Alliance Home Office was primarily attributable to additional expenditures for strategic, non-recurring investments, including the Human Resources Information System ("HRIS"), innovation and attendance initiatives, curriculum review, career and internship programs, and college persistence efforts.

Notwithstanding the net losses, the Alliance organization reported positive ending net assets of approximately $196.3 million, including its related parties and charter schools, and approximately $33.9 million, excluding its related parties and charter schools, as of June 30, 2025.

Alliance Renee and Meyer Luskin Academy High

Board District: 1 | Region: South | Location Code: 7694

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	121	-44.4	7.9	Increased	Yellow	-13.6	Lower	96%	115	-5.0	39.3	Increased Significantly	Yellow	-13.2	Higher	98%	128	-37.5	-32.5	Declined Significantly	Orange	-8.1	Lower
African American/Black	100%	19	-32.0	43.5	Increased Significantly	--	-59.6	--	89%	24	-51.6	-19.6	Declined Significantly	--	-58.9	--	100%	21	-60.4	-8.8	Declined	--	-51.3	--
English Learner	97%	25	-122.4	9.3	Increased	--	-67.7	--	95%	34	-68.1	54.2	Increased Significantly	--	-67.6	Lower	98%	49	-92.7	-24.6	Declined Significantly	Red	-59.9	Lower
Latino	97%	98	-46.2	-1.6	Maintained	Red	-40.2	Lower	98%	90	-1.1	45.0	Increased Significantly	Yellow	-39.3	Higher	97%	107	-33.0	-31.9	Declined Significantly	Orange	-33.7	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	90%	19	-134.4	-3.7	Declined	--	-109.6	--	100%	17	-132.0	2.4	Maintained	--	-104.5	--
Socioeconomically Disadvantaged	98%	120	-43.0	6.9	Increased	Yellow	-42.6	Lower	96%	114	-3.8	39.2	Increased Significantly	Yellow	-40.9	Higher	98%	121	-38.8	-35.0	Declined Significantly	Orange	-35.3	Lower
Students with Disabilities	100%	23	-108.5	20.0	Increased Significantly	--	-96.3	--	95%	18	-107.9	0.5	Maintained	--	-95.6	--	100%	24	-117.4	-9.5	Declined	--	-89.4	--

Data Sources: California School Dashboard Research data files.

Alliance Renee and Meyer Luskin Academy High

Board District: 1 | Region: South | Location Code: 7694

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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	97%	120	-133.3	-6.6	Declined	Red	-49.1	Lower	96%	117	-94.0	39.4	Increased Significantly	Yellow	-47.6	Lower	98%	132	-102.0	-8.0	Declined	Orange	-42.4	Lower
African American/Black	100%	19	-162.7	4.3	Increased	--	-104.5	--	85%	25	-141.6	21.1	Increased Significantly	--	-102.2	--	95%	20	-120.5	21.1	Increased Significantly	--	-95.8	--
English Learner	97%	25	-185.0	2.6	Maintained	--	-93.4	--	100%	37	-152.4	32.6	Increased Significantly	--	-93.4	Lower	98%	53	-128.8	23.5	Increased Significantly	Orange	-86.1	Lower
Latino	96%	97	-131.8	-20.5	Declined Significantly	Red	-80.8	Lower	99%	92	-89.0	42.8	Increased Significantly	Yellow	-79.2	Lower	98%	112	-98.7	-9.7	Declined	Orange	-73.6	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	100%	20	-210.9	-20.4	Declined Significantly	--	-163.5	--	100%	17	-190.8	20.1	Increased Significantly	--	-158.9	--
Socioeconomically Disadvantaged	97%	119	-131.6	-8.1	Declined	Red	-80.8	Lower	97%	116	-92.9	38.7	Increased Significantly	Yellow	-78.2	Lower	98%	124	-102.4	-9.5	Declined	Orange	-72.9	Lower
Students with Disabilities	100%	23	-200.7	-3.0	Declined	--	-127.3	--	95%	18	-188.3	12.5	Increased	--	-124.3	--	100%	24	-173.0	15.2	Increased Significantly	--	-120.7	--

Data Sources: California School Dashboard Research data files.

Alliance Renee and Meyer Luskin Academy High

Board District: 1 | Region: South | Location Code: 7694

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														
	Dashboard 2024						Dashboard 2025							
Student Group	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	96%	120	48.1	--	51.2	Lower	99%	137	45.9	-2.1	Declined	Yellow	52.6	Lower
African American/Black	96%	25	42.2	--	41.4	--	100%	22	43.6	1.5	Maintained	--	43.4	--
English Learner	97%	37	38.7	--	39.0	Lower	100%	54	36.8	-1.9	Maintained	Orange	41.1	Lower
Latino	97%	92	49.7	--	45.4	Higher	99%	115	46.4	-3.3	Declined	Yellow	47.1	Lower
Long-Term English Learner	100%	20	32.6	--	32.8	--	100%	17	28.6	-4.0	Declined	--	34.0	--
Socioeconomically Disadvantaged	96%	119	48.2	--	45.6	Higher	99%	128	46.2	-2.0	Declined	Yellow	47.1	Lower
Students with Disabilities	100%	19	30.5	--	36.7	--	100%	24	32.7	2.2	Increased	--	38.3	--

Data Sources: California School Dashboard Research data files.

Alliance Renee and Meyer Luskin Academy High

Board District: 1 | Region: South | Location Code: 7694

CA School Dashboard: English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school for all student groups in grades 1-12. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	98	49.0%	2.2	Increased	Green	48.7%	Higher	82	35.4%	-13.6	Declined Significantly	Red	45.7%	Lower	88	39.8%	4.4	Increased	Yellow	46.4%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	62	35.5%	-19.6	Declined Significantly	Red	45.8%	Lower	67	41.8%	6.3	Increased	Yellow	49.1%	Lower

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	48.0%	1%	36.7%	13.3%	45.7%	2.3%	32.2%	18.3%
2024	EL	34.1%	0%	37.8%	25.6%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	33.9%	0%	30.6%	33.9%	41.6%	3.4%	28.5%	24.7%
2025	EL	38.6%	0%	37.5%	22.7%	44.6%	1.3%	35.5%	17.2%
2025	LTEL	40.3%	0%	31.3%	26.9%	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									
		School				State of California			
End Year	Student Group	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Partipation Rate	Partipation Rate Greater Than 95%
2023	EL	108	110	98.2%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	51	51	100.0%	Y	193,182	202,530	95.4%	Y
2024	EL	91	96	94.8%	N	1,028,083	1,047,977	98.1%	Y
2024	LTEL	38	39	97.4%	Y	182,603	190,459	95.9%	Y
2025	EL	98	99	99.0%	Y	947,393	963,338	98.3%	Y
2025	LTEL	50	51	98.0%	Y	175,106	181,495	96.5%	Y

Alliance Renee and Meyer Luskin Academy High

Board District: 1 | Region: South | Location Code: 7694

CA School Dashboard: Academic Performance - College / Career

This report shows the percentage of current graduates who meet specific College/Career Indicator (CCI) "prepared" criteria for all student groups in grades 9-12. For the 2023 Dashboard, the CCI will report the most current year data or "status only". Therefore the CCI will have performance displayed using one of five Status levels that range between Very Low (lowest performance), Low, Medium, High, and Very High (highest performance). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

College / Career Academic Indicator (CCI) - CA School Dashboard Indicator																			
	Dashboard 2023					Dashboard 2024							Dashboard 2025						
Student Group	Students	CCI	Status Level	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State
All Students	108	38.0%	Medium	43.9%	Lower	129	27.9%	-10.1	Declined	Orange	45.3%	Lower	129	58.9%	10.1	Increased	Green	51.7%	Higher
African American/Black	28	17.9%	Low	25.1%	--	21	9.5%	-8.3	Declined	--	28.1%	--	27	51.9%	4.2	Increased	--	35.7%	--
English Learner	22	18.2%	Low	15.3%	--	29	13.8%	-4.4	Declined	--	17.2%	--	38	31.6%	0.5	Maintained	--	24.3%	Higher
Latino	79	44.3%	Medium	35.5%	Higher	105	31.4%	-12.9	Declined	Orange	37.4%	Lower	99	60.6%	12.0	Increased	Green	45.1%	Higher
Long-Term English Learner	--	--	--	--	--	24	4.2%	-1.7	Maintained	--	16.5%	--	31	32.3%	7.3	Increased	--	24.9%	Higher
Socioeconomically Disadvantaged	107	38.3%	Medium	35.4%	Higher	129	27.9%	-10.4	Declined	Orange	37.4%	Lower	128	59.4%	10.5	Increased	Green	44.8%	Higher
Students with Disabilities	18	16.7%	Low	12.3%	--	23	8.7%	-8.0	Declined	--	13.5%	--	19	15.8%	-1.6	Maintained	--	18.7%	--

Data Sources: California School Dashboard Research data files.

Alliance Renee and Meyer Luskin Academy High

Board District: 1 | Region: South | Location Code: 7694

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																						
	Dashboard 2023							Dashboard 2024							Dashboard 2025							
Student Group	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	556	1.6%	0.1	Maintained	Yellow	3.5%	Lower	568	3.7%	2.1	Increased	Orange	3.2%	Higher	564	5.3%	1.6	Increased	Orange	2.9%	Higher
African American/Black	113	5.3%	1.9	Increased	Orange	8.8%	Lower	97	3.1%	-2.2	Declined	Green	8.4%	Lower	109	12.8%	9.8	Increased	Red	7.7%	Higher
English Learner	139	0.0%	0.0	Maintained	Blue	3.7%	Lower	118	3.4%	3.4	Increased	Orange	3.4%	Same	115	0.9%	-2.5	Declined	Green	3.2%	Lower
Homeless Youth	12	8.3%	8.3	Increased	--	6.5%	--	17	0.0%	-8.3	Declined	--	5.7%	--	20	0.0%	0.0	Maintained	--	5.1%	--
Latino	429	0.7%	-0.3	Declined	Green	3.8%	Lower	461	3.9%	3.2	Increased Significantly	Orange	3.4%	Higher	447	3.6%	-0.3	Declined	Green	3.0%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	85	2.4%	2.4	Increased	Orange	8.1%	Lower	77	1.3%	-1.1	Declined	Green	7.0%	Lower
Socioeconomically Disadvantaged	536	1.7%	0.1	Maintained	Yellow	4.5%	Lower	549	3.8%	2.1	Increased	Orange	4.0%	Lower	537	5.2%	1.4	Increased	Orange	3.6%	Higher
Students with Disabilities	91	2.2%	-3.5	Declined	Green	5.9%	Lower	90	3.3%	1.1	Increased	Orange	5.4%	Lower	82	9.8%	6.4	Increased	Orange	5.0%	Higher

Data Sources: California School Dashboard Research data files.

Alliance Renee and Meyer Luskin Academy High

Board District: 1 | Region: South | Location Code: 7694

CA School Dashboard: Graduation Rate Indicator

This report shows the combined four- and five-year graduation rate for comprehensive (or traditional) high schools and Dashboard Alternative School Status (DASS) schools for all student groups in grades 9-12. This rate is based on the number of high school students who graduate with a regular high school diploma in either four or five years. The 2025 Graduation Rate Indicator includes students from the most recent graduation cohort (Class of 2025) as well as students from the prior cohort (Class of 2024) who graduated in their fifth year of high school in 2023-25. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Graduation Rate Indicator - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State
All Students	109	98.2%	8.0	Increased Significantly	Blue	86.4%	Higher	129	93.8%	-4.4	Declined	Yellow	86.7%	Higher	129	94.6%	0.8	Maintained	Green	87.8%	Higher
African American/Black	28	96.4%	27.7	Increased Significantly	--	78.5%	--	21	90.5%	-6.0	Declined Significantly	--	79.1%	--	27	100.0%	9.5	Increased Significantly	--	82.6%	--
English Learner	22	100.0%	11.6	Increased Significantly	--	73.5%	--	29	89.7%	-10.3	Declined Significantly	--	77.9%	--	38	84.2%	-5.4	Declined Significantly	--	79.7%	Higher
Latino	80	98.8%	5.4	Increased Significantly	Blue	84.2%	Higher	105	94.3%	-4.5	Declined	Yellow	85.3%	Higher	99	92.9%	-1.4	Declined	Yellow	86.9%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	24	87.5%	-12.5	Declined Significantly	--	80.8%	--	31	90.3%	2.8	Increased	--	84.0%	Higher
Socioeconomically Disadvantaged	108	98.1%	8.1	Increased Significantly	Blue	83.7%	Higher	129	93.8%	-4.3	Declined	Yellow	84.4%	Higher	128	95.3%	1.5	Increased	Blue	86.2%	Higher
Students with Disabilities	18	94.4%	9.8	Increased Significantly	--	72.7%	--	23	95.7%	1.2	Increased	--	74.4%	--	19	94.7%	-0.9	Maintained	--	77.1%	--

Data Sources: California School Dashboard Research data files.

Alliance Renee and Meyer Luskin Academy High

Board District: 1 | Region: South | Location Code: 7694

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group						
	2023-2024			2024-2025		
Student Group	**School**	**Los Angeles Unified**	**State of California**	**School**	**Los Angeles Unified**	**State of California**
Enrollment	520	529,902	5,837,690	525	516,685	5,806,221
F/R Meal	98.5%	80.6%	61.6%	94.1%	81.9%	62.7%
GATE	9.4%	11.6%	N/A	9.9%	13.0%	N/A
English Learner	19.0%	20.1%	18.4%	20.4%	18.6%	17.4%
Foster Youth	1.0%	0.6%	0.5%	0.8%	0.5%	0.5%
Homeless Youth	2.1%	2.1%	3.6%	2.9%	2.7%	4.0%
Socioeconomically Disadvantaged	98.5%	81.3%	62.7%	95.0%	82.4%	63.6%
Students w/ Disabilities	16.2%	14.8%	13.7%	14.1%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	16.9%	7.3%	4.9%	17.9%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.0%	3.4%	9.9%	0.0%	3.3%	10.1%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%
Latino	81.5%	73.8%	56.1%	80.8%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	0.4%	9.8%	20.3%	0.2%	9.7%	20.0%
Two or More Races	0.0%	2.0%	4.6%	0.0%	2.1%	4.8%
Not Reported	1.2%	1.8%	1.1%	1.1%	2.2%	1.2%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp

Alliance Renee and Meyer Luskin Academy High

Board District: 1 | Region: South | Location Code: 7694

Long-Term English Learners (LTEL) and “At-Risk”

Note: The “EL Total” column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the “English Learners” heading. The “Total (Ever-EL)” column displays the summed total of the data in the “RFEP” column plus the data in the four columns under the “English Learners” heading OR the data in the “EL Total” column, but not both. The percent values displayed in this report are calculated as a percent of the “Total (Ever-EL)” which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	53	17.0%	17,921	7.3%	226,508	11.1%	46	13.9%	15,302	6.5%	211,186	10.6%	55	17.0%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	6	1.9%	17,295	7.1%	144,189	7.1%	4	1.2%	15,717	6.7%	136,188	6.8%	3	0.9%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	17	5.4%	60,457	24.7%	505,486	24.8%	17	5.1%	60,574	25.7%	519,651	26.0%	27	8.3%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	30	9.6%	18,850	7.7%	236,319	11.6%	32	9.6%	14,725	6.2%	207,768	10.4%	22	6.8%	13,775	6.2%	178,306	9.3%
EL Total	106	34.0%	114,523	46.8%	1,112,502	54.5%	99	29.8%	106,318	45.0%	1,074,793	53.8%	107	33.0%	95,959	43.3%	1,009,030	52.6%
RFEP	206	66.0%	130,377	53.2%	927,694	45.5%	233	70.2%	129,789	55.0%	924,422	46.2%	217	67.0%	125,465	56.7%	909,298	47.4%
Total Ever EL	312	100.0%	244,900	100.0%	2,040,196	100.0%	332	100.0%	236,107	100.0%	1,999,215	100.0%	324	100.0%	221,424	100.0%	1,918,328	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesltel.asp

Alliance Renee and Meyer Luskin Academy High

Board District: 1 | Region: South | Location Code: 7694

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	520			529,902			525			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	84	100.0%	16.2%	78,319	100.0%	14.8%	74	100.0%	14.1%	80,505	100.0%	15.6%
High Incidence	72	85.7%	13.8%	52,153	66.6%	9.8%	62	83.8%	11.8%	52,412	65.1%	10.1%
Low Incidence	12	14.3%	2.3%	26,162	33.4%	4.9%	12	16.2%	2.3%	28,084	34.9%	5.4%
Autism	8	9.5%	1.5%	18,713	23.9%	3.5%	7	9.5%	1.3%	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	1.2%	0.2%	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	1	1.2%	0.2%	971	1.2%	0.2%	2	2.7%	0.4%	931	1.2%	0.2%
Intellectual Disability	1	1.2%	0.2%	3,393	4.3%	0.6%	1	1.4%	0.2%	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	17	20.2%	3.3%	10,930	14.0%	2.1%	12	16.2%	2.3%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0.0%	0.0%	533	0.7%	0.1%	1	1.4%	0.2%	434	0.5%	0.1%
Specific Learning Disability	53	63.1%	10.2%	29,615	37.8%	5.6%	49	66.2%	9.3%	29,368	36.5%	5.7%
Speech or Language Impairment	2	2.4%	0.4%	11,608	14.8%	2.2%	1	1.4%	0.2%	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	1.2%	0.2%	185	0.2%	0.0%	1	1.4%	0.2%	175	0.2%	0.0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Attachment C

Alliance Renee and Meyer Luskin Academy High Resident

Schools Data Set

Academic Performance Medians- English Language Arts

English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - 2023 Dashboard						
School Name	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Charter Performance Level (color)**	**Charter (DFS)**	**Charter to Resident Comparison (DFS)**
Alliance Renee and Meyer Luskin Academy High	N/A	All Students	121	Yellow	-44.4	
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)**
Alain Leroy Locke College Preparatory Academy	N/A	All Students	246	Yellow	-43.3	Lower
Augustus Hawkins High	N/A	All Students	225	Orange	-59.3	Higher
Communication and Technology at Diego Rivera Learning Complex	N/A	All Students	94	Orange	-46.8	Higher
Crenshaw Science, Technology, Engineering, Math and Medicine Magnet	N/A	All Students	109	Red	-110.9	Higher
Diego Rivera Learning Complex Green Design STEAM Academy	N/A	All Students	126	Orange	-14.0	Lower
George Washington Preparatory High	N/A	All Students	126	Red	-135.6	Higher
John C. Fremont Senior High	N/A	All Students	411	Red	-62.1	Higher
Mervyn M. Dymally High	N/A	All Students	142	Orange	-73.7	Higher
Performing Arts Community at Diego Rivera Learning Complex	N/A	All Students	89	Yellow	-31.7	Lower
Public Service Community at Diego Rivera Learning Complex	N/A	All Students	103	Green	1.4	Lower
Resident Schools Median	**N/A**	**All Students**	**1,671**	**Orange**	**-53.0**	**Higher**

Data Sources: California School 2023 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

N/A: No Gifted/Highly Gifted Magnet program within the school.

Alliance Renee and Meyer Luskin Academy High English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - 2023 Dashboard							
Student Group	**Number of Students with Scores**	**Charter Color**	**Charter (DFS)**	**Resident Schools Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Schools Median Comparison (DFS)**
All Students	**121**	**Yellow**	**-44.4**	**1,671**	**Orange**	**-53.0**	**Higher**
Latino	98	Red	-46.2	1,311	Orange	-44.2	Lower
Socioeconomically Disadvantaged	120	Yellow	-43.0	1,308	Orange	-47.8	Higher

Data Sources: California School 2023 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - 2024 Dashboard						
School Name	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Charter Performance Level (color)**	**Charter (DFS)**	**Charter to Resident Comparison (DFS)**
Alliance Renee and Meyer Luskin Academy High	N/A	All Students	115	Yellow	-5.0	
Resident Schools	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Comparison (DFS)**
Alain Leroy Locke College Preparatory Academy	N/A	All Students	251	Red	-80.9	Higher
Augustus Hawkins High	N/A	All Students	238	Red	-93.2	Higher
Communication and Technology at Diego Rivera Learning Complex	N/A	All Students	112	Orange	-44.7	Higher
Crenshaw Science, Technology, Engineering, Math and Medicine Magnet	N/A	All Students	115	Orange	-94.0	Higher
Diego Rivera Learning Complex Green Design STEAM Academy	N/A	All Students	126	Red	-70.6	Higher
George Washington Preparatory High	N/A	All Students	191	Orange	-85.6	Higher
John C. Fremont Senior High	N/A	All Students	389	Yellow	-38.5	Higher
Mervyn M. Dymally High	N/A	All Students	172	Orange	-63.9	Higher
Performing Arts Community at Diego Rivera Learning Complex	N/A	All Students	126	Red	-47.1	Higher

N/A: No Gifted/Highly Gifted Magnet program within the school.

English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - 2024 Dashboard						
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)**
Public Service Community at Diego Rivera Learning Complex	N/A	All Students	119	Orange	-25.5	Higher
Resident Schools Median	**N/A**	**All Students**	**1,839**	**Orange**	**-67.2**	**Higher**

Data Sources: California School 2024 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

Alliance Renee and Meyer Luskin Academy High English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - 2024 Dashboard							
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	**115**	**Yellow**	**-5.0**	**1,839**	**Orange**	**-67.2**	**Higher**
Latino	90	Yellow	-1.1	1,523	Orange	-61.5	Higher
English Learner	34	No Color	-68.1	492	No Color	-128.8	Higher
Socioeconomically Disadvantaged	114	Yellow	-3.8	1,776	Orange	-70.6	Higher

Data Sources: California School 2024 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - 2025 Dashboard						
School Name	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Charter Performance Level (color)**	**Charter (DFS)**	**Charter to Resident Comparison (DFS)**
Alliance Renee and Meyer Luskin Academy High	N/A	All Students	128	Orange	-37.5	
Resident Schools	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Comparison (DFS)**
Alain Leroy Locke College Preparatory Academy	N/A	All Students	239	Orange	-51.5	Higher
Augustus Hawkins High	N/A	All Students	256	Orange	-54.2	Higher
Communication and Technology at Diego Rivera Learning Complex	N/A	All Students	113	Green	0.8	Lower
Crenshaw Science, Technology, Engineering, Math and Medicine Magnet	N/A	All Students	104	Orange	-74.3	Higher

N/A: No Gifted/Highly Gifted Magnet program within the school.

English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - 2025 Dashboard						
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)**
Diego Rivera Learning Complex Green Design STEAM Academy	N/A	All Students	104	Green	7.2	Lower
George Washington Preparatory High	N/A	All Students	145	Red	-83.3	Higher
John C. Fremont Senior High	N/A	All Students	412	Red	-58.9	Higher
Mervyn M. Dymally High	N/A	All Students	141	Yellow	-32.5	Lower
Performing Arts Community at Diego Rivera Learning Complex	N/A	All Students	116	Yellow	-37.3	Lower
Public Service Community at Diego Rivera Learning Complex	N/A	All Students	127	Yellow	-10.7	Lower
Resident Schools Median	**N/A**	**All Students**	**1,757**	**Orange**	**-44.4**	**Higher**

Data Sources: California School 2025 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

Alliance Renee and Meyer Luskin Academy High English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - 2025 Dashboard							
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	**128**	**Orange**	**-37.5**	**1,757**	**Orange**	**-44.4**	**Higher**
Latino	107	Orange	-33.0	1,428	Orange	-47.4	Higher
English Learner	49	Red	-92.7	450	Orange	-102.3	Higher
Socioeconomically Disadvantaged	121	Orange	-38.8	1,704	Orange	-44.5	Higher

Data Sources: California School 2025 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

N/A: No Gifted/Highly Gifted Magnet program within the school.

Alliance Renee and Meyer Luskin Academy High

Resident Schools Data Set

Academic Performance Medians- Math

Math (Grades 3-8 and Grade 11) Academic Indicator Medians - 2023 Dashboard						
School Name	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Charter Performance Level (color)**	**Charter (DFS)**	**Charter to Resident Comparison (DFS)**
Alliance Renee and Meyer Luskin Academy High	N/A	All Students	120	Red	-133.3	
Resident Schools	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Comparison (DFS)**
Alain Leroy Locke College Preparatory Academy	N/A	All Students	248	Orange	-138.6	Higher
Augustus Hawkins High	N/A	All Students	225	Orange	-165.1	Higher
Communication and Technology at Diego Rivera Learning Complex	N/A	All Students	94	Orange	-140.2	Higher
Crenshaw Science, Technology, Engineering, Math and Medicine Magnet	N/A	All Students	108	Red	-183.1	Higher
Diego Rivera Learning Complex Green Design STEAM Academy	N/A	All Students	126	Red	-129.9	Lower
George Washington Preparatory High	N/A	All Students	125	Orange	-182.3	Higher
John C. Fremont Senior High	N/A	All Students	412	Orange	-136.2	Higher
Mervyn M. Dymally High	N/A	All Students	142	Orange	-160.1	Higher
Performing Arts Community at Diego Rivera Learning Complex	N/A	All Students	89	Orange	-118.7	Lower
Public Service Community at Diego Rivera Learning Complex	N/A	All Students	103	Yellow	-98.5	Lower
Resident Schools Median	**N/A**	**All Students**	**1,672**	**Orange**	**-139.4**	**Higher**

Data Sources: California School 2023 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

N/A: No Gifted/Highly Gifted Magnet program within the school.

Alliance Renee and Meyer Luskin Academy High Math (Grades 3-8 and Grade 11) Academic Indicator Medians - 2023 Dashboard							
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	**120**	**Red**	**-133.3**	**1,672**	**Orange**	**-139.4**	**Higher**
Latino	97	Red	-131.8	1,312	Orange	-136.8	Higher
Socioeconomically Disadvantaged	119	Red	-131.6	1,311	Orange	-139.8	Higher

Data Sources: California School 2023 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

Math (Grades 3-8 and Grade 11) Academic Indicator Medians - 2024 Dashboard						
School Name	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Charter Performance Level (color)**	**Charter (DFS)**	**Charter to Resident Comparison (DFS)**
Alliance Renee and Meyer Luskin Academy High	N/A	All Students	117	Yellow	-94.0	
Resident Schools	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Comparison (DFS)**
Alain Leroy Locke College Preparatory Academy	N/A	All Students	253	Red	-159.1	Higher
Augustus Hawkins High	N/A	All Students	238	Orange	-158.5	Higher
Communication and Technology at Diego Rivera Learning Complex	N/A	All Students	112	Orange	-122.5	Higher
Crenshaw Science, Technology, Engineering, Math and Medicine Magnet	N/A	All Students	115	Red	-183.6	Higher
Diego Rivera Learning Complex Green Design STEAM Academy	N/A	All Students	125	Red	-160.2	Higher
George Washington Preparatory High	N/A	All Students	191	Orange	-171.8	Higher
John C. Fremont Senior High	N/A	All Students	387	Orange	-122.4	Higher
Mervyn M. Dymally High	N/A	All Students	172	Orange	-153.6	Higher
Performing Arts Community at Diego Rivera Learning Complex	N/A	All Students	126	Red	-121.2	Higher

N/A: No Gifted/Highly Gifted Magnet program within the school.

Math (Grades 3-8 and Grade 11) Academic Indicator Medians - 2024 Dashboard						
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)**
Public Service Community at Diego Rivera Learning Complex	N/A	All Students	119	Red	-117.6	Higher
Resident Schools Median	**N/A**	**All Students**	**1,838**	**Orange**	**-156.1**	**Higher**

Data Sources: California School 2024 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

Alliance Renee and Meyer Luskin Academy High Math (Grades 3-8 and Grade 11) Academic Indicator Medians - 2024 Dashboard							
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	**117**	**Yellow**	**-94.0**	**1,838**	**Orange**	**-156.1**	**Higher**
Latino	92	Yellow	-89.0	1,523	Red	-148.8	Higher
English Learner	37	No Color	-152.4	494	No Color	-195.2	Higher
Socioeconomically Disadvantaged	116	Yellow	-92.9	1,775	Red	-156.9	Higher

Data Sources: California School 2024 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

Math (Grades 3-8 and Grade 11) Academic Indicator Medians - 2025 Dashboard						
School Name	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Charter Performance Level (color)**	**Charter (DFS)**	**Charter to Resident Comparison (DFS)**
Alliance Renee and Meyer Luskin Academy High	N/A	All Students	132	Orange	-102.0	
Resident Schools	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Comparison (DFS)**
Alain Leroy Locke College Preparatory Academy	N/A	All Students	239	Orange	-129.3	Higher
Augustus Hawkins High	N/A	All Students	257	Orange	-118.5	Higher
Communication and Technology at Diego Rivera Learning Complex	N/A	All Students	113	Yellow	-89.6	Lower
Crenshaw Science, Technology, Engineering, Math and Medicine Magnet	N/A	All Students	102	Orange	-125.8	Higher

N/A: No Gifted/Highly Gifted Magnet program within the school.

Math (Grades 3-8 and Grade 11) Academic Indicator Medians - 2025 Dashboard						
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)**
Diego Rivera Learning Complex Green Design STEAM Academy	N/A	All Students	104	Yellow	-105.3	Higher
George Washington Preparatory High	N/A	All Students	146	Orange	-126.3	Higher
John C. Fremont Senior High	N/A	All Students	413	Red	-130.5	Higher
Mervyn M. Dymally High	N/A	All Students	140	Orange	-115.6	Higher
Performing Arts Community at Diego Rivera Learning Complex	N/A	All Students	117	Red	-118.6	Higher
Public Service Community at Diego Rivera Learning Complex	N/A	All Students	127	Green	-41.2	Lower
Resident Schools Median	**N/A**	**All Students**	**1,758**	**Orange**	**-118.6**	**Higher**

Data Sources: California School 2025 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

Alliance Renee and Meyer Luskin Academy High Math (Grades 3-8 and Grade 11) Academic Indicator Medians - 2025 Dashboard							
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	**132**	**Orange**	**-102.0**	**1,758**	**Orange**	**-118.6**	**Higher**
Latino	112	Orange	-98.7	1,430	Orange	-122.3	Higher
English Learner	53	Orange	-128.8	452	Orange	-152.0	Higher
Socioeconomically Disadvantaged	124	Orange	-102.4	1,705	Orange	-119.0	Higher

Data Sources: California School 2025 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

N/A: No Gifted/Highly Gifted Magnet program within the school.

Attachment D

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
ALLIANCE RENEE AND MEYER LUSKIN ACADEMY HIGH
BOARD OF EDUCATION REPORT 074– 26/27
October 13, 2026

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2027 until June 30, 2032 to serve up to 600 students in grades 9-12 in each year of the charter term.

II. Summary Description of Current District Practice:
Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:
The approval of this charter petition would renew the charter of Alliance Renee and Meyer Luskin Academy High for five (5) years beginning July 1, 2027, until June 30, 2032.

IV. Effects of This Proposal:
The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:
If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services. Student Integration Services provided feedback for the charter petition to ensure compliance.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

Brent Augenblick
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

File #: Rep-087-26/27, **Version:** 1 **Agenda Date:** 10/13/2026
In Control: Charter Schools Division

Approval of the Renewal Petition for Equitas Academy 6
[PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Equitas Academy 6) Recommends approval of the renewal petition for Equitas Academy 6, a Middle performing, Start-Up Independent charter school, with a benchmark in the area of academic engagement (Chronic Absenteeism), located in Board District 5 and Region West, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 500 students in grades TK-4 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Equitas Academy 6 ("Charter School"), a Start-Up Independent charter school, with a benchmark in the area of academic engagement (Chronic Absenteeism), located in Board District 5 and Region West, for a term of five (5) years, beginning July 1, 2027 until June 30, 2032, to serve up to 500 students in grades TK-4 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
Equitas Academy 6 is a TK-4 school currently serving 193 students on a private facility at 1612 W. Pico Boulevard, Los Angeles, CA, 90015 in Board District 5 and Region West. Equitas Academy 6 was originally approved by the LAUSD Board of Education on October 23, 2018. This is the charter school's first consideration for renewal. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Equitas Academy 6 expires June 30, 2027.

On July 16, 2026, Equitas Academy 6 submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through October 14, 2026.

An initial Public Hearing was held on August 25, 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 Equitas Academy 6 governing board members complete questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. Additionally, resumes and due diligence forms are requested from Equitas Academy 6's Lead Petitioner; Executive Director/Chief Executive Officer or equivalent; Principal or equivalent; Financial manager or equivalent; and Chief Financial Officer or equivalent, as applicable. A confidential due diligence review of the charter school, the governing organization, and school's leaders, may be conducted by the Office of the Inspector General (OIG) as appropriate, and to the extent the OIG identifies any material concerns, 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 14 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, applicable policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms set forth in Charter School's renewal petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the renewal petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2027.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal 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 renewal petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 087, 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's renewal petition.

Policy Implications:
All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact:
State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law, including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support

the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:
As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

Issues and Analysis:
If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:
Signature Page
Attachment A- Staff Assessment and Recommendation Report
Attachment B- Equitas Academy 6 Data Set
Attachment C- Equitas Academy 6 RSM Data
Attachment D- Desegregation Impact Statement

Budget, Petition, CORE Data (if applicable), and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1F0YytaxrBS_4HDjb1pCTBf9LewvbqJp-?usp=sharing>

Submitted:
09/17/26

RESPECTFULLY SUBMITTED,

ANDRÉS E. CHAIT
Superintendent of Schools

APPROVED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Division of Data, Strategy, and Innovation

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 087-26/27
October 13, 2026

School Name:	**Equitas Academy 6**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 14, 2026**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Equitas Academy Charter School, Inc.**		
Location Code:	**2468**		
Type of Site(s):	**Private**		
Site Address(es):	**1612 W. Pico Boulevard, Los Angeles CA 90015**		
Board District(s):	**5**	Region(s):	**West**
Grade Levels Served:	**TK-4**	Current Enrollment:	**193**
Grade Levels Authorized in Current Charter:	**TK-4**	Approved Enrollment in Current Charter:	**500**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2026 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval with a benchmark for a five (5)-year term (2027-2032)**		
PROPOSED BENCHMARKS:	The following benchmark is proposed for Equitas Academy 6 for the 2027-2032 charter term: In each year of the charter term, the charter school shall demonstrate progress on the Chronic Absenteeism Indicator for All Students as reported on the California School Dashboard by making progress towards lowering student absences by achieving a Declined or Declined Significantly from the prior year as measured by Change Level; or by achieving a percentage of students that are chronically absent that is equal to or lower than the state percentage of students that are chronically absent. As part of ongoing oversight, the District will review the charter school's performance at its annual oversight visit to determine any appropriate actions, including consideration of the school's progress upon submission of a renewal petition at the end of the term of the charter		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Equitas Academy 6 ("Charter School"), with a benchmark in the area of academic engagement, located in Board District 5 and Region West, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 500 students in grades TK-4 in each year of the charter term.

II. RENEWAL REQUIREMENTS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 14 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
  These criteria have been determined not to be bases for denial.

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)
  These criteria have been determined not to be bases for denial.

Charter Petition Requirement:

In accordance with Education Code section 47611.5, a charter school charter shall contain a declaration regarding whether or not the charter school shall be deemed the exclusive public school employer of the employees at the charter school for the purposes of Section 3540.1 of the Government Code, and that declaration shall not be materially inconsistent with the charter.

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?
  This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	Equitas Academy 6
Initial Authorization:	On October 23, 2018, Equitas Academy 6 was authorized by the LAUSD Board of Education to serve 500 students in grades TK-4.
Most Recent Renewal:	This is the charter school's first consideration for renewal. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Equitas Academy 6 expires June 30, 2027.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Equitas Academy 6 submitted its renewal petition application on July 16, 2026. The 90-day statutory timeline for Board action on the petition runs through October 14, 2026.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Equitas Academy 6 implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Equitas Academy 6 participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Equitas Academy 6 is operated by Equitas Academy Charter School, Inc**. ("Equitas")**, a California nonprofit public benefit corporation that also operates six other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

A. Summary

Equitas Academy 6 has been identified by the state as a Middle performing charter school. The recommendation for renewal considers the schoolwide performance and performance of numerically

significant student groups and the state and local indicators reported on the California School Dashboard ("Dashboard"), and whether there was clear and convincing verified data evidence showing the charter school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School's Dashboard performance was lower than the state for a majority of applicable academic indicators, with the exception of Math. The school submitted verified data that was determined not to be clear and convincing. However, as compared to resident schools, the charter school demonstrated higher results for English Language Arts (ELA). The recommendation of approval is based on a holistic review of the charter school including, the combined outcomes on Dashboard performance and comparison to resident schools.

Please see the Equitas Academy 6 data sets and verified data reports.

a. 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.

Equitas Academy 6

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
Dashboard 2023	Yellow	Green	Not Applicable	No Performance Color	Not Applicable	Red	Not Applicable	Blue
Dashboard 2024	Not Applicable	Not Applicable	Not Applicable	Green	Not Applicable	Yellow	Not Applicable	Blue
Dashboard 2025	No Performance Color	No Performance Color	Not Applicable	Orange	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)

b. English Language Arts Indicator

On the 2023 Dashboard, the school did not serve any grade levels that are administered CAASPP (SBAC) assessments, but was assigned data via the CDE's Pair and Share Method.[1] On the 2024 Dashboard, charter school served grade levels TK-3, but did not have numerically significant data. In 2025, the school had numerically significant data.

[1] Per the Dashboard Technical Guide published by the California Department of Education, "schools that serve kindergarten, grade one, and/or grade two only (non-testing grades) are required to receive a performance level on the Academic Indicator even though students in these grades are not administered the ELA and Mathematics assessments. The process of assigning DFS results to these schools is called "Pair and Share." For new schools that do not have matriculation data, they will be "paired" with its authorizing/operating district or county. Their DFS will be based on the authorizer/operating district or countywide average grade three DFS results. The Dashboard Technical Guide also notes that Pair and Share schools do not receive student group data, do not receive participation rates, and are not held responsible for meeting the 95 percent participation rate goal. The Dashboard Technical Guide also notes: "The federal Pair and Share requirement only applies to the Academic Indicators. The data for the other state indicators are based on these schools' own data."

In 2023 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was lower than the state for All Students. In 2024, the ELA indicator did not have numerically significant data. In 2025 in ELA, the charter school's DFS was lower than the state for All Students, and higher than the state for two of three numerically significant student groups.

In order to improve student performance in this area, the charter school leaders report utilizing strategies to support students receiving individualized practice, conducting observations of all classrooms to identify and highlight best practices, integrating more opportunities for reading and writing, and staff-led after school intervention groups.

Equitas Academy 6 - English Language Arts Indicator - 2023 Dashboard				
Student Group	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**36**	**-32.7**	**-13.6**	**Lower**

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Equitas Academy 6 - English Language Arts Indicator – 2024 Dashboard

ELA indicator did not have numerically significant data.

Equitas Academy 6 - English Language Arts Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**79**	**-31.8**	**-8.1**	**Lower**
Latino	100%	77	-29.0	-33.7	Higher
English Learner	100%	54	-45.4	-59.9	Higher
Socioeconomically Disadvantaged	100%	73	-36.8	-35.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

c. Math Indicator

On the 2023 Dashboard, the school did not serve any grade levels that are administered CAASPP (SBAC) assessments, but was assigned data via the CDE's Pair and Share Method.[2] On the 2024 Dashboard, charter school served grade levels TK-3, but did not have numerically significant data. In 2025, the school had numerically significant data.

In 2023 in Math, the charter school's DFS was higher than the state for All Students, and did not have numerically significant student group data. In 2024, the Math indicator did not have

[2] Per the Dashboard Technical Guide published by the California Department of Education, "schools that serve kindergarten, grade one, and/or grade two only (non-testing grades) are required to receive a performance level on the Academic Indicator even though students in these grades are not administered the ELA and Mathematics assessments. The process of assigning DFS results to these schools is called "Pair and Share." For new schools that do not have matriculation data, they will be "paired" with its authorizing/operating district or county. Their DFS will be based on the authorizer/operating district or countywide average grade three DFS results. The Dashboard Technical Guide also notes that Pair and Share schools do not receive student group data, do not receive participation rates, and are not held responsible for meeting the 95 percent participation rate goal. The Dashboard Technical Guide also notes: "The federal Pair and Share requirement only applies to the Academic Indicators. The data for the other state indicators are based on these schools' own data."

numerically significant data. In 2025 in Math, the charter school's DFS was higher than the state for All Students, and higher than the state for all numerically significant student groups.

Equitas Academy 6 - Mathematics Indicator - 2023 Dashboard				
Student Group	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**36**	**-22.4**	**-49.1**	**Higher**

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Equitas Academy 6 - Math Indicator – 2024 Dashboard

Math indicator did not have numerically significant data.

Equitas Academy 6 - Mathematics Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**78**	**-25.9**	**-42.4**	**Higher**
Latino	99%	76	-23.8	-73.6	Higher
English Learner	98%	53	-39.4	-86.1	Higher
Socioeconomically Disadvantaged	99%	72	-29.0	-72.9	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

d. Science Indicator

Not applicable

e. English Learner Progress Indicator

In 2023, 2024, and 2025, on the English Learner Progress Indicator (ELPI), the charter school's English Learner Progress Rate was lower than the state.

In order to improve student performance in this area Charter School leaders report implementing six-week data cycles, where teachers and school leaders analyze assessment data, and continued progress monitoring of assessment results.

Equitas Academy 6 - English Learner Progress Indicator - 2023 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	45	40.0%	48.7%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Equitas Academy 6 - English Learner Progress Indicator - 2024 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	55	45.5%	45.7%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Equitas Academy 6 - English Learner Progress Indicator - 2025 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	70	42.9%	46.4%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

f. College/Career Indicator
Not Applicable

g. Chronic Absenteeism Indicator
In 2023 and 2024 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students, and all numerically significant student groups. In 2025 the charter school's rate of chronic absenteeism was higher than the state for All Students, and lower for one of four numerically significant student groups.

As noted above, staff is recommending a benchmark in Chronic Absenteeism for All Students. In order to improve student outcomes in this area Charter School leaders report increasing attendance incentives by adding monthly homeroom and student recognitions, including homeroom attendance competitions.

h. Graduation Rate 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 categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for Equitas Academy 6 outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Developing*
Concerns	The rating of *Developing* in 2025-2026 was primarily due to the 2024-2025 annual independent audit report, which identified a significant deficiency in internal control over state compliance related to the After School Education and Safety ("ASES") Program. This audit finding was school-specific and pertained to Equitas Academy 6. See further details in the Fiscal Management and Performance section below.

VI. VERIFIED DATA

Charter schools satisfying the Middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school's achieved measurable increases in

academic achievement, or strong postsecondary outcomes for the timeframe specified in law. (Ed. Code, § 47607.2(b)(3).)

Per Education Code section 47607.2 (c)(2), the State Board of Education established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. When a verified data source does not provide an official participation rate, the District will calculate the participation rate using the number of students assessed as compared to the Stability Count (the number of students enrolled for a minimum of 245 consecutive calendar days at the same school) as reported publicly on DataQuest. If Stability Count is not available for a particular year, the District will use the charter school's norm enrollment as the comparison number. However, if the assessment provides the number of students assessed as compared to the total number of students enrolled in the assessment, the District will calculate a participation rate using those reported numbers.

Equitas Academy 6 submitted verified data for consideration as part of its renewal application. The submission included verified data reports from NWEA and i-Ready.

ELA

For 2023-2024, the charter School provided data from "MAP Growth by NWEA, Grades K-12" (NWEA) *Student Growth Summary Report* in Reading. Per NWEA, this assessment only reports data disaggregated by grade levels. The California SBE's May 2023 Agenda Item #02, publisher guidance states, "A CGI range of -0.2 to 0.2 (or greater) could be used as an approximation of one year's growth (or more) in a subject, as the overall average growth of students would be generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure." For 2023-2024, the charter school met one year's progress for all grade levels and all student groups and appears to include results of at least 95 percent of eligible students when applying the estimated participation rate.

For 2024-2025 and 2025-2026, Charter School provided data for Reading from "i-Ready K-8 by Curriculum Associates" (i-Ready) *i-Ready Inform Growth* report for All Students and for the following student groups: English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities. Both years did not appear to include results of at least 95 percent of eligible students when applying the estimated participation rate and therefore was not eligible for inclusion as verified data.

MATH

For 2023-2024, the charter School provided data from "MAP Growth by NWEA, Grades K-12" (NWEA) *Student Growth Summary Report* in Math. Per NWEA, this assessment only reports data disaggregated by grade levels. The California SBE's May 2023 Agenda Item #02, publisher guidance states, "A CGI range of -0.2 to 0.2 (or greater) could be used as an approximation of one year's growth (or more) in a subject, as the overall average growth of students would be generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure." For 2023-2024, the charter school met one year's progress for a majority of grade levels and all student groups and appears to include results of at least 95 percent of eligible students when applying the estimated participation rate.

For 2024-2025 and 2025-2026, Charter School provided data for Math from "i-Ready K-8 by Curriculum Associates" (i-Ready) *i-Ready Inform Growth* report for All Students and for the following student groups: English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities. Both years did

not appear to include results of at least 95 percent of eligible students when applying the estimated participation rate and therefore was not eligible for inclusion as verified data.

In light of the above, the verified data submitted by Equitas Academy 6 is not considered clear and convincing in ELA and Math.

Please see the Equitas Academy 6 verified data reports.

VII. FURTHER ANALYSIS FOR MIDDLE PERFORMING CHARTER SCHOOLS

Following the review of the foregoing performance data for this charter school placing a greater weight on academic performance on the California School Dashboard, and considering Charter School's submitted verified data was not overall clear and convincing, staff determined that the school's performance requires further review.

Based on the charter school's performance on California School Dashboard, and the submitted verified data by the charter school, Staff conducted a further analysis of the charter school's performance in comparison to the Resident Schools Median (RSM) in ELA.[3] As indicated in the tables below, when comparing the school to the RSM, Equitas Academy 6's data indicates that its student performance on California School Dashboard in 2023 and 2025 was higher than the RSM for All Students and for all numerically significant student groups in ELA.

Resident Schools Analysis

Equitas Academy 6 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - 2023 Dashboard

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	36	Yellow	-32.7	1,392	Orange	-56.8	Higher

Data Sources: California School 2023 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

Equitas Academy 6 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - 2024 Dashboard

ELA indicator did not have numerically significant data.

Equitas Academy 6 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - 2025 Dashboard

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	79	No Color	-31.8	1,155	Yellow	-37.8	Higher

[3] Per LAUSD Policy, a Resident Schools Median analysis is conducted for charter schools classified as Middle Performing, when determining whether closure of the charter school is in the best interest of pupils, among other factors.

Equitas Academy 6 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - 2025 Dashboard							
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)**
Latino	77	No Color	-29.0	1,039	Yellow	-53.2	Higher
English Learner	54	No Color	-45.4	760	Yellow	-62.0	Higher
Socioeconomically Disadvantaged	73	No Color	-36.8	1,071	Yellow	-53.8	Higher

Data Sources: California School 2025 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

VIII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Equitas Academy 6's ending net assets are positive and have been upward trending since the 2022-2023 fiscal year.

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Ending Net Assets	$305,586	$543,748	$614,929	$641,713	$659,809
Net Income/Loss	($154,438)[1]	$238,162	$71,181	$26,784	$18,096
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment [A]	156	120	168	211	193

[1] Equitas explained that the ($154,438) net loss for the 2021-2022 school year was primarily attributable to enrollment challenges associated with the COVID-19 pandemic. Equitas noted that Equitas Academy 6 was founded in 2020 during the height of the pandemic and opened in 2021 under a full distance-learning model. According to Equitas, COVID-related restrictions, school closures, and family concerns contributed to lower enrollment.

[A] Equitas Academy 6 stated that it plans to increase enrollment through various means, for example, by increasing community engagement and community partnerships. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

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

Equitas' 2024-2025 annual independent audit report identified two (2) audit findings as follows: 1) Significant deficiency with respect to noncompliance with state compliance related to Mode of Instruction pertaining to Equitas Academy 2. There were no questioned costs identified in the audit report; and 2) Significant deficiency with respect to noncompliance with state compliance related to the ASES program pertaining to Equitas Academy 5 and Equitas Academy 6. There were no questioned costs identified in the audit report. The charter operator has initiated corrective actions to address these audit findings, including enhanced trainings and increased adherence to required practices. The CSD will continue to monitor these issues through its oversight process, including a review of Equitas' 2025-2026 independent audit report to evaluate the implementation of corrective actions.

c. Other Significant Fiscal Information

The financial condition of the charter operator is summarized in the table below.

Equitas Academy Charter Schools, Inc.					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Ending Net Assets	Net Income / (Loss)	Ending Net Assets	Net Income / (Loss)
7	7	$21,172,769	$6,583,682	$2,145,129	$3,557,024

Equitas Academy 6

Board District: 5 | Region: West | Location Code: 2468

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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	--	36	-32.7	4.7	Increased	Yellow	-13.6	Lower	96%	26	-13.1	--	--	--	-13.2	--	100%	79	-31.8	-18.7	Declined Significantly	--	-8.1	Lower
English Learner	--	--	--	--	--	--	-67.7	--	95%	17	-36.0	--	--	--	-67.6	--	100%	54	-45.4	-9.4	Declined	--	-59.9	Higher
Latino	--	--	--	--	--	--	-40.2	--	96%	26	-13.1	--	--	--	-39.3	--	100%	77	-29.0	-15.9	Declined Significantly	--	-33.7	Higher
Socioeconomically Disadvantaged	--	--	--	--	--	--	-42.6	--	96%	26	-13.1	--	--	--	-40.9	--	100%	73	-36.8	-23.7	Declined Significantly	--	-35.3	Lower
Students with Disabilities	--	--	--	--	--	--	-96.3	--	100%	8	*	*	*	*	-95.6	*	100%	20	-71.0	--	--	--	-89.4	--

Data Sources: California School Dashboard Research data files.

Equitas Academy 6

Board District: 5 | Region: West | Location Code: 2468

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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	--	36	-22.4	7.5	Increased	Green	-49.1	Higher	96%	26	5.9	--	--	--	-47.6	--	99%	78	-25.9	-31.8	Declined Significantly	--	-42.4	Higher
English Learner	--	--	--	--	--	--	-93.4	--	95%	17	-8.4	--	--	--	-93.4	--	98%	53	-39.4	-31.1	Declined Significantly	--	-86.1	Higher
Latino	--	--	--	--	--	--	-80.8	--	96%	26	5.9	--	--	--	-79.2	--	99%	76	-23.8	-29.8	Declined Significantly	--	-73.6	Higher
Socioeconomically Disadvantaged	--	--	--	--	--	--	-80.8	--	96%	26	5.9	--	--	--	-78.2	--	99%	72	-29.0	-34.9	Declined Significantly	--	-72.9	Higher
Students with Disabilities	--	--	--	--	--	--	-127.3	--	100%	8	*	*	*	*	-124.3	*	100%	20	-56.3	--	--	--	-120.7	--

Data Sources: California School Dashboard Research data files.

Equitas Academy 6

Board District: 5 | Region: West | Location Code: 2468

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 30 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	45	40.0%	22.6	Increased Significantly	--	48.7%	Lower	55	45.5%	5.5	Increased	Green	45.7%	Lower	70	42.9%	-2.6	Declined	Orange	46.4%	Lower

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	40.0%	0%	42.2%	17.8%	45.7%	2.3%	32.2%	18.3%
2024	EL	45.5%	0%	34.5%	20.0%	43.2%	1.9%	34.4%	19.1%
2025	EL	42.9%	0%	35.7%	21.4%	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.

Equitas Academy 6

Board District: 5 | Region: West | Location Code: 2468

CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	129	45.7%	6.4	Increased	Red	24.3%	Higher	163	25.2%	-20.6	Declined Significantly	Yellow	18.6%	Higher	212	25.5%	0.3	Maintained	Red	17.1%	Higher
English Learner	65	47.7%	12.5	Increased	Red	26.3%	Higher	86	25.6%	-22.1	Declined	Orange	20.1%	Higher	95	31.6%	6.0	Increased	Red	18.1%	Higher
Latino	118	45.8%	8.6	Increased	Red	28.4%	Higher	153	24.8%	-20.9	Declined Significantly	Yellow	21.7%	Higher	201	24.4%	-0.5	Declined	Orange	20.1%	Higher
Socioeconomically Disadvantaged	118	45.8%	8.4	Increased	Red	29.9%	Higher	145	24.8%	-20.9	Declined	Orange	23.4%	Higher	195	26.2%	1.3	Increased	Red	21.7%	Higher
Students with Disabilities	28	57.1%	11.7	Increased	--	33.1%	--	30	36.7%	-20.5	Declined	--	26.3%	Higher	49	24.5%	-12.2	Declined	Orange	24.9%	Lower

Data Sources: California School Dashboard Research data files.

Equitas Academy 6

Board District: 5 | Region: West | Location Code: 2468

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																							
	Dashboard 2023							Dashboard 2024							Dashboard 2025								
Student Group	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	133	0.0%	0.0	Maintained	Blue	3.5%	Lower	169	0.0%	0.0	Maintained	Blue	3.2%	Lower	215	0.0%	0.0	Maintained	Blue	2.9%	Lower		
English Learner	68	0.0%	0.0	Maintained	Blue	3.7%	Lower	89	0.0%	0.0	Maintained	Blue	3.4%	Lower	96	0.0%	0.0	Maintained	Blue	3.2%	Lower		
Latino	121	0.0%	0.0	Maintained	Blue	3.8%	Lower	158	0.0%	0.0	Maintained	Blue	3.4%	Lower	204	0.0%	0.0	Maintained	Blue	3.0%	Lower		
Socioeconomically Disadvantaged	120	0.0%	0.0	Maintained	Blue	4.5%	Lower	151	0.0%	0.0	Maintained	Blue	4.0%	Lower	198	0.0%	0.0	Maintained	Blue	3.6%	Lower		
Students with Disabilities	30	0.0%	0.0	Maintained	--	5.9%	Lower	32	0.0%	0.0	Maintained	Blue	5.4%	Lower	49	0.0%	0.0	Maintained	Blue	5.0%	Lower		

Data Sources: California School Dashboard Research data files.

Equitas Academy 6

Board District: 5 | Region: West | Location Code: 2468

Local Indicators Report

Local Indicators - CA School Dashboard Indicator			
Priority	**2023 Dashboard**	**2024 Dashboard**	**2025 Dashboard**
Basic Services and Conditions (Priority 1)	Standard Met	Standard Met	Standard Met
Implementation of State Academic Standards (Priority 2)	Standard Met	Standard Met	Standard Met
Parent and Family Engagement (Priority 3)	Standard Met	Standard Met	Standard Met
School Climate (Priority 6)	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study (Priority 7)	Standard Met	Standard Met	Standard Met

Data Sources: California School Dashboard Local Indicators Research data files.

Equitas Academy 6

Board District: 5 | Region: West | Location Code: 2468

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group									
	2023-2024			2024-2025			2025-2026		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	169	529,902	5,837,690	211	516,685	5,806,221	193	497,105	5,731,260
F/R Meal	85.2%	80.6%	61.6%	89.6%	81.9%	62.7%	90.2%	82.2%	62.4%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A	0.0%	14.1%	N/A
English Learner	53.3%	20.1%	18.4%	44.5%	18.6%	17.4%	40.4%	16.4%	16.2%
Foster Youth	0.0%	0.6%	0.5%	0.0%	0.5%	0.5%	0.0%	0.5%	0.5%
Homeless Youth	0.0%	2.1%	3.6%	0.0%	2.7%	4.0%	1.6%	2.4%	3.8%
Socioeconomically Disadvantaged	86.4%	81.3%	62.7%	90.5%	82.4%	63.6%	90.7%	82.7%	63.1%
Students w/ Disabilities	16.0%	14.8%	13.7%	19.9%	15.6%	14.2%	22.3%	16.4%	14.8%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%	0.0%	0.3%	0.8%
African American/Black	1.2%	7.3%	4.9%	1.4%	7.1%	4.9%	1.0%	7.2%	4.8%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.0%	3.4%	9.9%	0.9%	3.3%	10.1%	1.0%	3.3%	10.3%
Filipino	0.0%	1.7%	2.2%	0.5%	1.6%	2.2%	0.5%	1.7%	2.2%
Latino	97.0%	73.8%	56.1%	94.8%	73.6%	56.1%	82.4%	72.9%	56.0%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%	0.0%	0.1%	0.4%
White	1.2%	9.8%	20.3%	0.9%	9.7%	20.0%	0.5%	9.7%	19.7%
Two or More Races	0.0%	2.0%	4.6%	0.0%	2.1%	4.8%	0.0%	2.2%	4.9%
Not Reported	0.6%	1.8%	1.1%	1.4%	2.2%	1.2%	14.5%	2.7%	1.3%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp

Equitas Academy 6

Board District: 5 | Region: West | Location Code: 2468

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.

	2023-2024						2024-2025						2025-2026					
	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%	15,302	6.5%	211,186	10.6%	0	0.0%	13,052	5.9%	198,853	10.4%	0	0.0%	10,142	4.9%	174,300	9.5%
At-Risk 4-5 Years	0	0.0%	15,717	6.7%	136,188	6.8%	9	7.1%	11,406	5.2%	115,009	6.0%	22	19.1%	11,109	5.4%	113,143	6.2%
EL 0-3 Years	90	82.6%	60,574	25.7%	519,651	26.0%	81	64.3%	57,726	26.1%	516,862	26.9%	52	45.2%	48,131	23.5%	467,800	25.6%
EL 4+ Years & Not At-Risk or LTEL	0	0.0%	14,725	6.2%	207,768	10.4%	4	3.2%	13,775	6.2%	178,306	9.3%	4	3.5%	11,946	5.8%	170,621	9.3%
EL Total	90	82.6%	106,318	45.0%	1,074,793	53.8%	94	74.6%	95,959	43.3%	1,009,030	52.6%	78	67.8%	81,328	39.7%	925,864	50.7%
RFEP	19	17.4%	129,789	55.0%	924,422	46.2%	32	25.4%	125,465	56.7%	909,298	47.4%	37	32.2%	123,618	60.3%	900,560	49.3%
Total Ever EL	109	100.0%	236,107	100.0%	1,999,215	100.0%	126	100.0%	221,424	100.0%	1,918,328	100.0%	115	100.0%	204,946	100.0%	1,826,424	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesltel.asp

Equitas Academy 6

Board District: 5 | Region: West | Location Code: 2468

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						2025-2026					
	School			Los Angeles Unified			School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	169			529,902			211			516,685			193			497,105		
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**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	25	100.0%	14.8%	78,319	100.0%	14.8%	42	100.0%	19.9%	80,505	100.0%	15.6%	43	100.0%	22.3%	81,470	100.0%	16.4%
High Incidence	21	84.0%	12.4%	52,153	66.6%	9.8%	33	78.6%	15.6%	52,412	65.1%	10.1%	34	79.1%	17.6%	51,757	63.5%	10.4%
Low Incidence	4	16.0%	2.4%	26,162	33.4%	4.9%	9	21.4%	4.3%	28,084	34.9%	5.4%	9	20.9%	4.7%	29,702	36.5%	6.0%
Autism	3	12.0%	1.8%	18,713	23.9%	3.5%	8	19.0%	3.8%	20,802	25.8%	4.0%	8	18.6%	4.1%	22,739	27.9%	4.6%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%	0	0.0%	0.0%	10	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%	0	0.0%	0.0%	172	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%	0	0.0%	0.0%	964	1.2%	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%	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%	0	0.0%	0.0%	903	1.1%	0.2%
Intellectual Disability	1	4.0%	0.6%	3,393	4.3%	0.6%	1	2.4%	0.5%	3,381	4.2%	0.7%	0	0.0%	0.0%	3,259	4.0%	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%	1	2.3%	0.5%	1,043	1.3%	0.2%
Other Health Impairment	4	16.0%	2.4%	10,930	14.0%	2.1%	7	16.7%	3.3%	11,596	14.4%	2.2%	7	16.3%	3.6%	12,092	14.8%	2.4%
Orthopedic Impairment	0	0.0%	0.0%	533	0.7%	0.1%	0	0.0%	0.0%	434	0.5%	0.1%	0	0.0%	0.0%	405	0.5%	0.1%
Specific Learning Disability	3	12.0%	1.8%	29,615	37.8%	5.6%	7	16.7%	3.3%	29,368	36.5%	5.7%	6	14.0%	3.1%	28,727	35.3%	5.8%
Speech or Language Impairment	14	56.0%	8.3%	11,608	14.8%	2.2%	19	45.2%	9.0%	11,448	14.2%	2.2%	21	48.8%	10.9%	10,938	13.4%	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%	0	0.0%	0.0%	59	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%	0	0.0%	0.0%	158	0.2%	0.0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Attachment C

Equitas Academy 6

Resident Schools Data Set

Academic Performance Medians- English Language Arts

English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - 2023 Dashboard						
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)**
Equitas Academy 6	N/A	All Students	36	Yellow	-32.7	
Resident Schools	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Comparison (DFS)**
Hoover Street Elementary	N/A	All Students	288	Green	21.0	Lower
Leo Politi Elementary	N/A	All Students	285	Red	-79.1	Higher
MacArthur Park Elementary School for the Visual and Performing Arts	N/A	All Students	186	Orange	-79.3	Higher
Magnolia Avenue Elementary	N/A	All Students	273	Yellow	-46.9	Higher
Olympic Primary Center	N/A	All Students	138	Yellow	-32.7	Same
Tenth Street Elementary	N/A	All Students	222	Orange	-66.6	Higher
Resident Schools Median	**N/A**	**All Students**	**1,392**	**Orange**	**-56.8**	**Higher**

Data Sources: California School 2023 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

Equitas Academy 6 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - 2023 Dashboard							
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	**36**	**Yellow**	**-32.7**	**1,392**	**Orange**	**-56.8**	**Higher**

Data Sources: California School 2023 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

No applicable indicator data for this school. Indicator had less than 30 students for 2023-2024.

N/A: No Gifted/Highly Gifted Magnet program within the school.

English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - 2025 Dashboard						
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)**
Equitas Academy 6	N/A	All Students	79	No Color	-31.8	
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)**
Hoover Street Elementary	N/A	All Students	250	Green	40.2	Lower
Leo Politi Elementary	N/A	All Students	238	Yellow	-53.9	Higher
MacArthur Park Elementary School for the Visual and Performing Arts	N/A	All Students	158	Yellow	-67.2	Higher
Magnolia Avenue Elementary	N/A	All Students	257	Yellow	-10.8	Lower
Olympic Primary Center	N/A	All Students	52	Yellow	-21.7	Lower
Tenth Street Elementary	N/A	All Students	200	Yellow	-57.6	Higher
Resident Schools Median	**N/A**	**All Students**	**1,155**	**Yellow**	**-37.8**	**Higher**

Data Sources: California School 2025 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

Equitas Academy 6 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - 2025 Dashboard							
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	**79**	**No Color**	**-31.8**	**1,155**	**Yellow**	**-37.8**	**Higher**
Latino	77	No Color	-29.0	1,039	Yellow	-53.2	Higher
English Learner	54	No Color	-45.4	760	Yellow	-62.0	Higher
Socioeconomically Disadvantaged	73	No Color	-36.8	1,071	Yellow	-53.8	Higher

Data Sources: California School 2025 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

N/A: No Gifted/Highly Gifted Magnet program within the school.

Attachment D

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
EQUITAS ACADEMY # 6
BOARD OF EDUCATION REPORT 087 – 26/27
October 13, 2026

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2027 until June 30, 2032 to serve up to 500 students in grades TK-4 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 Equitas Academy 6 for five (5) years beginning July 1, 2027 until June 30, 2032.

IV. Effects of This Proposal:
The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:
If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services. Student Integration Services provided feedback for the charter petition to ensure compliance.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

Elias Juarez
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

Board of Education Report

File #: Rep-104-26/27, **Version:** 1 **Agenda Date:** 10/13/2026
In Control: Charter Schools Division

Approval of the Renewal Petition for Valor Academy Middle [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Valor Academy Middle) Recommends approval of the renewal petition for Valor Academy Middle, a Middle performing, Start-Up Independent charter school, with benchmarks in the areas of academics (Math for English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) located in Board District 6 and Region North, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 530 students in grades 5-8 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Valor Academy Middle ("Charter School"), a Start-Up Independent charter school, with benchmarks in the areas of academics (Math for English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) located in Board District 6 and Region North, for a term of five (5) years, beginning July 1, 2027 until June 30, 2032, to serve up to 530 students in grades 5-8 in each year of the charter term. The school is requesting to decrease its current enrollment capacity from 600 students to 530 students to be more aligned to the occupancy capacity of their current site. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
Valor Academy Middle is a 5-8 school currently serving 508 students on a private facility at 9034 Burnet Avenue, North Hills, CA, 91343 in Board District 6 and Region North. Valor Academy Middle was originally approved by the LAUSD Board of Education on April 14, 2009. On November 27, 2018, the charter school was renewed for a five-year term to serve 600 students in grades 5-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Valor Academy Middle expires June 30, 2027.

On July 16, 2026, Valor 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 October 14, 2026.

An initial Public Hearing was held on August 25, 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 Valor Academy Middle governing board members complete questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. Additionally, resumes and due diligence forms are requested from Valor Academy Middle's Lead Petitioner; Executive Director/Chief Executive Officer or equivalent; Principal or equivalent; Financial manager or equivalent; and Chief Financial Officer or equivalent, as applicable. A confidential due diligence review of the charter school, the governing organization, and school's leaders, may be conducted by the Office of the Inspector General (OIG) as appropriate, and to the extent the OIG identifies any material concerns, 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 14 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, applicable policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms set forth in Charter School's renewal petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the renewal petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2027.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal 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 renewal 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. 104, 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's renewal petition.

Policy Implications:
All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact:
State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law, including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support

the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:
As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

Issues and Analysis:
If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:
Signature Page
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Valor Academy Middle Data Set
Attachment C - Valor Academy Middle RSM Data
Attachment D - Desegregation Impact Statement

Budget, Petition, CORE (if applicable) and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1bzBoRLMl4F6MhVLzgZISJ6zrqwa18lqP?usp=sharing>

Submitted:
09/17/26

RESPECTFULLY SUBMITTED,

ANDRÉS E. CHAIT
Superintendent of Schools

APPROVED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Division of Data, Strategy, and Innovation

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 104-26/27
October 13, 2026

School Name:	**Valor Academy Middle**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 14, 2026**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Bright Star Schools**		
Location Code:	**5162**		
Type of Site(s):	**Private**		
Site Address(es):	**9034 Burnet Avenue, North Hills, CA, 91343**		
Board District(s):	**6**	Region(s):	**North**
Grade Levels Served:	**5-8**	Current Enrollment:	**508**
Grade Levels Authorized in Current Charter:	**5-8**	Approved Enrollment in Current Charter:	**600** (see proposed change in "Action Proposed" below)
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2026 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval with benchmarks for a five (5)-year term (2027-2032)**		
PROPOSED BENCHMARKS:	The following benchmarks are proposed for Valor Academy Middle for the 2027-2032 charter term: 1. In each year of the charter term, the charter school shall demonstrate academic growth in Math for the English Learner student group as reported on the California School Dashboard Math Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level; or by achieving a DFS that is equal to or higher than their respective student group state average DFS. 2. In each year of the charter term, the charter school shall demonstrate academic growth in Math for the Latino student group as reported on the California School Dashboard Math Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level; or by achieving a DFS that is equal to or higher than their respective student group state average DFS. 3. In each year of the charter term, the charter school shall demonstrate academic growth in Math for the Socioeconomically Disadvantaged student group as reported on the California School Dashboard Math Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level; or by achieving a DFS		

	that is equal to or higher than their respective student group state average DFS. 4. In each year of the charter term, the charter school shall demonstrate academic growth in Math for the Students with Disabilities student group as reported on the California School Dashboard Math Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level; or by achieving a DFS that is equal to or higher than their respective student group state average DFS. As part of ongoing oversight, the District will review the charter school's performance at its annual oversight visit to determine any appropriate actions, including consideration of the school's progress upon submission of a renewal petition at the end of the term of the charter.

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Valor Academy Middle ("Valor Middle" or "Charter School"), with benchmarks in the area of academics, located in Board District 6 and Region North, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 530 students in grades 5-8 in each year of the charter term. The school is requesting to decrease its current enrollment capacity from 600 students to 530 students to be more aligned to the occupancy capacity of their current site.

II. RENEWAL REQUIREMENTS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 14 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
  These criteria have been determined not to be bases for denial.

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)
  These criteria have been determined not to be bases for denial.

Charter Petition Requirement:
In accordance with Education Code section 47611.5, a charter school charter shall contain a declaration regarding whether or not the charter school shall be deemed the exclusive public school employer of the employees at the charter school for the purposes of Section 3540.1 of the Government Code, and that declaration shall not be materially inconsistent with the charter.

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?
  This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	Valor Academy Middle
Initial Authorization:	On April 14, 2009, Valor Academy Middle was authorized by the LAUSD Board of Education to serve 600 students in grades 5-8.
Most Recent Renewal:	The charter was renewed on November 27, 2018, for a five-year term (July 1, 2019 - June 30, 2024) to serve up to 600 students in grades 5-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Valor Academy Middle expires June 30, 2027.
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on December 8, 2020, to amend governance structure and lottery preferences.
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Valor Middle submitted its renewal petition application on July 16, 2026. The 90-day statutory timeline for Board action on the petition runs through October 14, 2026.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Valor Middle implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Valor Middle participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Valor Academy Middle is operated by Bright Star Schools (BSS), a California nonprofit public benefit corporation that also operates eight (8) other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

A. Summary

Valor Middle has been identified by the state as a Middle performing charter school. The recommendation for renewal considers the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard ("Dashboard"), and whether there was clear and convincing verified data evidence showing the charter school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School's Dashboard performance was not higher than the state for a majority of applicable academic indicators, with the exception of English Learner Progress Indicator and Science. The school submitted verified data that was determined not to be clear and convincing. However, as compared to resident schools, the charter school demonstrated higher results in English Language Arts (ELA). The recommendation of approval is based on a holistic review of the charter school including, the combined outcomes on Dashboard performance and comparison to resident schools.

Please see the Valor Academy Middle data sets and verified data reports.

a. 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.

Valor Academy Middle Dashboard Indicators

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
Dashboard 2023	Orange	Orange	Not Applicable	Green	Not Applicable	Yellow	Not Applicable	Green
Dashboard 2024	Orange	Orange	No Performance Color	Green	Not Applicable	Yellow	Not Applicable	Green
Dashboard 2025	Orange	Orange	Yellow	Green	Not Applicable	Orange	Not Applicable	Green

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3

b. 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 for two of four numerically significant student groups. In 2024 and 2025 in ELA, the charter school's DFS was lower than the state for All Students, and for four of five numerically significant student groups.

In order to improve student performance in ELA, Charter School leaders report expanding the use of standardized formative assessments; analyzing ELA assessment data to develop

differentiated action plans and identify instructional adjustments; and providing ELA tutoring and small-group instruction during and after the school day.

Valor Academy Middle - English Language Arts Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**497**	**-29.6**	**-13.6**	**Lower**
Latino	100%	455	-35.2	-40.2	Higher
English Learner	99%	190	-77.3	-67.7	Lower
Socioeconomically Disadvantaged	100%	478	-30.8	-42.6	Higher
Students with Disabilities	100%	65	-98.0	-96.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3

Valor Academy Middle - English Language Arts Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**494**	**-35.8**	**-13.2**	**Lower**
Latino	100%	460	-41.5	-39.3	Lower
English Learner	100%	216	-76.4	-67.6	Lower
Long-Term English Learner	100%	70	-113.7	-109.6	Lower
Socioeconomically Disadvantaged	100%	469	-38.1	-40.9	Higher
Students with Disabilities	99%	73	-121.1	-95.6	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3

Valor Academy Middle - English Language Arts Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**503**	**-36.9**	**-8.1**	**Lower**
Latino	100%	466	-39.8	-33.7	Lower
English Learner	100%	241	-72.8	-59.9	Lower
Long-Term English Learner	100%	67	-90.8	-104.5	Higher
Socioeconomically Disadvantaged	100%	468	-40.1	-35.3	Lower
Students with Disabilities	100%	90	-105.4	-89.4	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3

c. Math Indicator

In 2023, 2024, and 2025 in Math, the charter school's DFS was lower than the state for All Students, and all numerically significant student groups.

As noted above, staff is recommending benchmarks in Math for the English Learner, Latino, Socioeconomically Disadvantage, and Students with Disabilities student groups. In order to improve student performance in Math, the charter school leaders report conducting instructional rounds with Bright Star Schools' Director of Mathematics Instruction, expanding the use of standardized formative assessments, and analyzing math assessment data. Teachers develop differentiated action plans to identify instructional adjustments that support student learning and achievement.

Valor Academy Middle - Mathematics Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**497**	**-89.3**	**-49.1**	**Lower**
Latino	100%	455	-92.8	-80.8	Lower
English Learner	99%	190	-131.4	-93.4	Lower
Socioeconomically Disadvantaged	100%	478	-90.9	-80.8	Lower
Students with Disabilities	100%	65	-152.0	-127.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3

Valor Academy Middle - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**496**	**-93.9**	**-47.6**	**Lower**
Latino	100%	461	-97.9	-79.2	Lower
English Learner	100%	218	-124.0	-93.4	Lower
Long-Term English Learner	100%	70	-163.6	-163.5	Lower
Socioeconomically Disadvantaged	100%	471	-94.8	-78.2	Lower
Students with Disabilities	99%	73	-151.5	-124.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3

Valor Academy Middle - Mathematics Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**500**	**-93.5**	**-42.4**	**Lower**
Latino	99%	463	-96.6	-73.6	Lower
English Learner	100%	241	-128.5	-86.1	Lower
Long-Term English Learner	100%	67	-179.1	-158.9	Lower

Valor Academy Middle - Mathematics Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
Socioeconomically Disadvantaged	99%	465	-97.5	-72.9	Lower
Students with Disabilities	99%	89	-148.7	-120.7	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3

d. Science Indicator

In 2024 in Science, the charter school's Science Points (SPs) were lower than the state for All Students, and higher than the state for three of four numerically significant student groups. In 2025 in Science, the charter school's SPs were lower than the state for All Students, and higher than the state for all numerically significant student groups.

Valor Academy Middle - Science Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**100%**	**247**	**47.5**	**51.2**	**Lower**
Latino	100%	230	46.8	45.4	Higher
English Learner	100%	100	40.0	39.0	Higher
Socioeconomically Disadvantaged	100%	236	47.1	45.6	Higher
Students with Disabilities	98%	37	32.1	36.7	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3

Valor Academy Middle - Science Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**100%**	**251**	**48.8**	**52.6**	**Lower**
Latino	100%	228	48.2	47.1	Higher
English Learner	100%	122	41.5	41.1	Higher
Socioeconomically Disadvantaged	100%	231	47.9	47.1	Higher
Students with Disabilities	100%	37	39.5	38.3	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3

e. English Learner Progress Indicator

In 2023, 2024, and 2025 on the English Learner Progress Indicator (ELPI), the charter school's English Learner Progress Rate was higher than the state.

Valor Academy Middle - English Learner Progress Indicator - 2023 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	155	55.5%	48.7%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3

Valor Academy Middle - English Learner Progress Indicator - 2024 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	140	60.0%	45.7%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3

Valor Academy Middle - English Learner Progress Indicator - 2025 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	131	61.1%	46.4%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3

f. College/Career Indicator
Not applicable

g. Chronic Absenteeism Indicator
In 2023, 2024, and 2025 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was lower than the state for All Students, and for all numerically significant student groups.

h. Graduation Rate Indicator [HS only]
Not applicable

i. Suspension Rate Indicator
In 2023, the charter school's percentage of students suspended at least once was lower than the state for All Students, and lower or the same for all numerically significant student groups. In 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 categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for Valor Middle outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2024-2025	*Developing*
2025-2026	*Developing*
Concerns	The rating of *Developing* in Academics in 2024-2025 and 2025-2026 was due to the average of Dashboard indicator scores.

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	Proficient
Concerns	No unresolved issues pending.

d. Fiscal Operations

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Developing*
Concerns	The rating of *Developing* in 2025-2026 was primarily due to a material weakness reported in Bright Star Schools' 2024-2025 independent audit report, related to internal controls over financial reporting. See further details in the Fiscal Management and Performance section below.

VI. VERIFIED DATA

Charter schools satisfying the Middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school's achieved measurable increases in academic achievement, or strong postsecondary outcomes for the timeframe specified in law. (Ed. Code, § 47607.2(b)(3).)

Per Education Code section 47607.2 (c)(2), the State Board of Education established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. When a verified data source does not provide an official participation rate, the District will calculate the participation rate using the number of students assessed as compared to the Stability Count (the number of students enrolled for a minimum of 245 consecutive calendar days at the same school) as reported publicly on DataQuest. If Stability Count is not available for a particular year, the District will use the charter school's norm enrollment as the comparison number. However, if the assessment provides the number of students assessed as compared to the total number of students enrolled in the assessment, the District will calculate a participation rate using those reported numbers.

Valor Academy Middle submitted verified data for consideration as part of its renewal application. The submission included verified data reports from i-Ready.

ELA

Charter School provided data for Reading from an "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2023-2024, 2024-2025, and 2025-2026 for All Students and for the following student groups: Asian, English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities. However, the reports did not include grade-specific Progress to Annual Typical Growth and therefore was not eligible for inclusion as verified data.

MATH

Charter School provided data for Math from an "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2023-2024, 2024-2025, and 2025-2026 for All Students and for the following student groups: Asian, English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities. However, the reports did not include grade-specific Progress to Annual Typical Growth and therefore was not eligible for inclusion as verified data.

In light of the above, the verified data submitted by Valor Academy Middle is not considered clear and convincing in ELA or Math.

Please see the Valor Academy Middle verified data reports.

VII. FURTHER ANALYSIS FOR MIDDLE PERFORMING CHARTER SCHOOLS

Following the review of the foregoing performance data for this charter school placing a greater weight on academic performance on the California School Dashboard and considering Charter School's submitted verified data was not overall clear and convincing, staff determined that the school's performance requires further review.

Based on the charter school's performance on California School Dashboard, and the submitted verified data by the charter school, Staff conducted a further analysis of the charter school's performance in comparison to the Resident Schools Median (RSM).[1] As indicated in the tables below, when comparing the school to the RSM, Valor Middle's data indicates that its student performance on California School Dashboard in 2023 and 2024 was higher than the RSM for All Students and for all numerically significant student groups in ELA. Student performance on California School Dashboard in 2025 was lower than the RSM for All Students and higher for a majority of numerically significant student groups in ELA.

[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

Valor Academy Middle English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - 2023 Dashboard							
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	**497**	**Orange**	**-29.6**	**5,752**	**Orange**	**-57.9**	**Higher**
Latino	455	Orange	-35.2	5,192	Orange	-61.1	Higher
English Learner	190	Red	-77.3	2,259	Red	-112.4	Higher
Socioeconomically Disadvantaged	478	Orange	-30.8	5,032	Orange	-58.0	Higher
Students with Disabilities	65	Orange	-98.0	916	Red	-129.6	Higher

Data Sources: California School 2023 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

Valor Academy Middle English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - 2024 Dashboard							
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	**494**	**Orange**	**-35.8**	**5,603**	**Yellow**	**-53.9**	**Higher**
Latino	460	Orange	-41.5	5,044	Yellow	-58.5	Higher
English Learner	216	Red	-76.4	2,325	Orange	-96.4	Higher
Long-Term English Learner	70	Red	-113.7	445	Orange	-139.7	Higher
Socioeconomically Disadvantaged	469	Orange	-38.1	5,191	Yellow	-58.3	Higher
Students with Disabilities	73	Red	-121.1	877	Orange	-124.8	Higher

Data Sources: California School 2024 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

Valor Academy Middle English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - 2025 Dashboard							
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	**503**	**Orange**	**-36.9**	**5,365**	**Yellow**	**-33.3**	**Lower**
Latino	466	Orange	-39.8	4,853	Yellow	-37.4	Lower
English Learner	241	Orange	-72.8	2,395	Orange	-87.1	Higher
Long-Term English Learner	67	Orange	-90.8	408	Orange	-126.5	Higher
Socioeconomically Disadvantaged	468	Orange	-40.1	5,054	Yellow	-37.7	Lower

Valor Academy Middle English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - 2025 Dashboard							
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)**
Students with Disabilities	90	Orange	-105.4	891	Orange	-115.4	Higher

Data Sources: California School 2025 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

VIII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Valor Academy Middle's ending net assets are positive and have been upward trending since the 2021-2022 fiscal year.

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Ending Net Assets	$3,436,185	$4,614,154	$5,974,608	$6,378,065	$6,512,459
Net Income/Loss	$1,150,638	$1,177,969	$1,360,454	$403,457	$134,394
Transfers In/Out	($1,652,873)[1]	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment [A]	509	508	508	507	508

[1] Per BSS, the ($1,652,873) outbound transfer in Fiscal Year (FY) 2021-2022 represents the transfer of a Note Receivable from the school to Bright Star Development Group ("BSDG") 4115 MLK LLC ("LLC"). Before the FY 2021-2022 refinancing, the property was owned by Pacific Charter School Development ("PCSD"), and a Note Receivable was recorded on the Charter School's balance sheet. As part of the refinancing transaction, BSS' $1.6M New Market Tax Credit (NMTC) loan was converted to equity, and the LLC issued bonds and assumed the remaining debt associated with the property. Because the property and related bond financing are now carried on the LLC's balance sheet, the corresponding equity interest was transferred to the LLC.

[A] Valor Middle proposes to decrease its enrollment capacity to 530 for its renewal charter term. See Section **I. ACTION PROPOSED** above. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

b. 2024-2025 Independent Audit Report

Audit Opinion: Unmodified/Unqualified
Material Weaknesses: Yes. See the description below.
Deficiencies/Findings: Yes. See the description below.
Lack of a Going Concern: None Reported

BSS' 2024-2025 annual independent audit report identified a material weakness related to internal controls over financial reporting. BSS has implemented corrective actions with specific steps to address this audit finding. The CSD will continue to monitor this issue through its oversight process, including a review of BSS' 2025-2026 independent audit report to evaluate the implementation of corrective actions.

c. Other Significant Fiscal Information
The financial condition of the charter operator is summarized in the table below.

Bright Star Schools					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
9	9	$106,578,590	$34,771,714	$6,689,678	($268,193)[2]

[2]According to the charter operator, much of the BSS organization's $268,193 net loss for FY 2024-2025, excluding its related parties and charter schools, was attributable to the BSS Business Office Team's strategic decision to centrally absorb certain organizational and school-site costs, including expenses related to enrollment challenges, Special Education services, and facilities. Notwithstanding the net loss, as summarized in the table above, the BSS organization reported positive ending net assets of approximately $106.6 million, including its related parties and charter schools, and approximately $6.7 million, excluding its related parties and charter schools, as of June 30, 2025.

Valor Academy Middle

Board District: 6 | Region: North | Location Code: 5162

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	497	-29.6	-8.2	Declined	Orange	-13.6	Lower	100%	494	-35.8	-6.2	Declined	Orange	-13.2	Lower	100%	503	-36.9	-1.1	Maintained	Orange	-8.1	Lower
English Learner	99%	190	-77.3	-0.6	Maintained	Red	-67.7	Lower	100%	216	-76.4	0.9	Maintained	Red	-67.6	Lower	100%	241	-72.8	3.6	Increased	Orange	-59.9	Lower
Filipino	100%	16	63.2	1.3	Maintained	--	44.0	--	100%	17	72.5	9.3	Increased	--	45.8	--	100%	16	51.1	-21.3	Declined Significantly	--	49.6	--
Homeless Youth	100%	10	*	*	*	*	-67.9	*	100%	22	-51.0	--	--	--	-70.4	--	100%	22	-87.8	-36.8	Declined Significantly	--	-68.9	--
Latino	100%	455	-35.2	-9.2	Declined	Orange	-40.2	Higher	100%	460	-41.5	-6.3	Declined	Orange	-39.3	Lower	100%	466	-39.8	1.7	Maintained	Orange	-33.7	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	100%	70	-113.7	-15.9	Declined Significantly	Red	-109.6	Lower	100%	67	-90.8	22.9	Increased Significantly	Orange	-104.5	Higher
Socioeconomically Disadvantaged	100%	478	-30.8	-6.5	Declined	Orange	-42.6	Higher	100%	469	-38.1	-7.2	Declined	Orange	-40.9	Higher	100%	468	-40.1	-2.1	Maintained	Orange	-35.3	Lower
Students with Disabilities	100%	65	-98.0	8.0	Increased	Orange	-96.3	Lower	99%	73	-121.1	-23.1	Declined Significantly	Red	-95.6	Lower	100%	90	-105.4	15.7	Increased Significantly	Orange	-89.4	Lower

Data Sources: California School Dashboard Research data files.

Valor Academy Middle

Board District: 6 | Region: North | Location Code: 5162

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	497	-89.3	-12.9	Declined	Orange	-49.1	Lower	100%	496	-93.9	-4.6	Declined	Orange	-47.6	Lower	99%	500	-93.5	0.4	Maintained	Orange	-42.4	Lower
English Learner	99%	190	-131.4	-0.5	Maintained	Red	-93.4	Lower	100%	218	-124.0	7.4	Increased	Orange	-93.4	Lower	100%	241	-128.5	-4.6	Declined	Red	-86.1	Lower
Filipino	100%	16	-2.7	-33.2	Declined Significantly	--	7.4	--	100%	18	-12.1	-9.4	Declined	--	10.4	--	100%	16	4.1	16.2	Increased Significantly	--	14.2	--
Homeless Youth	100%	10	*	*	*	*	-101.3	*	100%	23	-104.8	--	--	--	-106.0	--	95%	21	-127.3	-22.5	Declined Significantly	--	-102.8	--
Latino	100%	455	-92.8	-11.6	Declined	Orange	-80.8	Lower	100%	461	-97.9	-5.0	Declined	Red	-79.2	Lower	99%	463	-96.6	1.3	Maintained	Red	-73.6	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	100%	70	-163.6	10.8	Increased	Orange	-163.5	Lower	100%	67	-179.1	-15.5	Declined Significantly	Red	-158.9	Lower
Socioeconomically Disadvantaged	100%	478	-90.9	-11.6	Declined	Orange	-80.8	Lower	100%	471	-94.8	-3.9	Declined	Orange	-78.2	Lower	99%	465	-97.5	-2.7	Maintained	Red	-72.9	Lower
Students with Disabilities	100%	65	-152.0	-12.8	Declined	Red	-127.3	Lower	99%	73	-151.5	0.5	Maintained	Red	-124.3	Lower	99%	89	-148.7	2.8	Maintained	Red	-120.7	Lower

Data Sources: California School Dashboard Research data files.

Valor Academy Middle

Board District: 6 | Region: North | Location Code: 5162

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														
	Dashboard 2024						Dashboard 2025							
Student Group	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%	247	47.5	--	51.2	Lower	100%	251	48.8	1.2	Maintained	Yellow	52.6	Lower
English Learner	100%	100	40.0	--	39.0	Higher	100%	122	41.5	1.5	Maintained	Orange	41.1	Higher
Filipino	100%	12	55.8	--	62.1	--	100%	7	*	*	*	*	63.3	*
Homeless Youth	100%	18	47.9	--	40.1	--	100%	7	*	*	*	*	41.5	*
Latino	100%	230	46.8	--	45.4	Higher	100%	228	48.2	1.4	Maintained	Yellow	47.1	Higher
Long-Term English Learner	100%	21	35.8	--	32.8	--	100%	28	33.7	-2.1	Declined	--	34.0	--
Socioeconomically Disadvantaged	100%	236	47.1	--	45.6	Higher	100%	231	47.9	0.8	Maintained	Yellow	47.1	Higher
Students with Disabilities	98%	37	32.1	--	36.7	Lower	100%	37	39.5	7.4	Increased Significantly	Yellow	38.3	Higher

Data Sources: California School Dashboard Research data files.

Valor Academy Middle

Board District: 6 | Region: North | Location Code: 5162

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 30 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	155	55.5%	1.9	Maintained	Green	48.7%	Higher	140	60.0%	4.5	Increased	Green	45.7%	Higher	131	61.1%	1.1	Maintained	Green	46.4%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	71	60.6%	-1.4	Maintained	Green	45.8%	Higher	66	60.6%	0.0	Maintained	Green	49.1%	Higher

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	55.5%	0%	27.7%	16.8%	45.7%	2.3%	32.2%	18.3%
2024	EL	60.0%	0%	25.0%	15.0%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	60.6%	0%	19.7%	19.7%	41.6%	3.4%	28.5%	24.7%
2025	EL	61.1%	0%	22.9%	16.0%	44.6%	1.3%	35.5%	17.2%
2025	LTEL	60.6%	0%	24.2%	15.2%	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.

Valor Academy Middle

Board District: 6 | Region: North | Location Code: 5162

CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	524	14.5%	-6.0	Declined Significantly	Yellow	24.3%	Lower	522	11.7%	-2.8	Declined	Yellow	18.6%	Lower	517	13.7%	2.0	Increased	Orange	17.1%	Lower
English Learner	162	11.1%	-9.7	Declined Significantly	Yellow	26.3%	Lower	149	8.7%	-2.4	Declined	Green	20.1%	Lower	137	11.7%	3.0	Increased	Orange	18.1%	Lower
Filipino	16	12.5%	6.3	Increased	--	13.8%	--	18	16.7%	4.2	Increased	--	9.6%	--	16	6.3%	-10.4	Declined	--	8.4%	--
Homeless Youth	10	*	*	*	*	38.7%	*	23	13.0%	--	--	--	32.7%	--	22	22.7%	9.7	Increased	--	30.7%	--
Latino	478	13.8%	-7.5	Declined Significantly	Yellow	28.4%	Lower	487	11.5%	-2.3	Declined	Yellow	21.7%	Lower	478	13.6%	2.1	Increased	Orange	20.1%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	73	11.0%	0.3	Maintained	Orange	23.9%	Lower	68	7.4%	-3.6	Declined	Green	22.5%	Lower
Socioeconomically Disadvantaged	501	14.0%	-6.8	Declined Significantly	Yellow	29.9%	Lower	496	11.9%	-2.1	Declined	Yellow	23.4%	Lower	479	14.0%	2.1	Increased	Orange	21.7%	Lower
Students with Disabilities	67	17.9%	-8.4	Declined	Yellow	33.1%	Lower	80	13.8%	-4.2	Declined	Yellow	26.3%	Lower	91	22.0%	8.2	Increased	Red	24.9%	Lower

Data Sources: California School Dashboard Research data files.

Valor Academy Middle

Board District: 6 | Region: North | Location Code: 5162

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	526	2.3%	-3.6	Declined Significantly	Green	3.5%	Lower	528	1.9%	-0.4	Declined	Green	3.2%	Lower	520	1.7%	-0.2	Maintained	Green	2.9%	Lower
English Learner	162	3.7%	-6.2	Declined Significantly	Green	3.7%	Same	152	0.7%	-3.0	Declined Significantly	Blue	3.4%	Lower	138	1.4%	0.8	Increased	Yellow	3.2%	Lower
Filipino	16	0.0%	-6.3	Declined	--	1.3%	--	18	0.0%	0.0	Maintained	--	1.2%	--	16	0.0%	0.0	Maintained	--	1.1%	--
Homeless Youth	10	*	*	*	*	6.5%	*	23	0.0%	--	--	--	5.7%	--	22	4.5%	4.5	Increased	--	5.1%	--
Latino	480	2.5%	-3.5	Declined Significantly	Green	3.8%	Lower	492	2.0%	-0.5	Declined	Green	3.4%	Lower	481	1.7%	-0.4	Declined	Green	3.0%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	74	0.0%	-4.0	Declined	Blue	8.1%	Lower	68	2.9%	2.9	Increased	Orange	7.0%	Lower
Socioeconomically Disadvantaged	501	2.2%	-3.6	Declined Significantly	Green	4.5%	Lower	500	2.0%	-0.2	Maintained	Green	4.0%	Lower	482	1.9%	-0.1	Maintained	Green	3.6%	Lower
Students with Disabilities	68	1.5%	-2.0	Declined	Green	5.9%	Lower	80	1.3%	-0.2	Maintained	Green	5.4%	Lower	91	2.2%	0.9	Increased	Orange	5.0%	Lower

Data Sources: California School Dashboard Research data files.

Valor Academy Middle

Board District: 6 | Region: North | Location Code: 5162

Local Indicators Report

Local Indicators - CA School Dashboard Indicator			
Priority	**2023 Dashboard**	**2024 Dashboard**	**2025 Dashboard**
Basic Services and Conditions (Priority 1)	Standard Met	Standard Met	Standard Met
Implementation of State Academic Standards (Priority 2)	Standard Met	Standard Met	Standard Met
Parent and Family Engagement (Priority 3)	Standard Met	Standard Met	Standard Met
School Climate (Priority 6)	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study (Priority 7)	Standard Met	Standard Met	Standard Met

Data Sources: California School Dashboard Local Indicators Research data files.

Valor Academy Middle

Board District: 6 | Region: North | Location Code: 5162

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group									
	2023-2024			2024-2025			2025-2026		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	512	529,902	5,837,690	510	516,685	5,806,221	504	497,105	5,731,260
F/R Meal	94.3%	80.6%	61.6%	92.4%	81.9%	62.7%	92.5%	82.2%	62.4%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A	0.0%	14.1%	N/A
English Learner	28.7%	20.1%	18.4%	26.5%	18.6%	17.4%	22.8%	16.4%	16.2%
Foster Youth	0.0%	0.6%	0.5%	0.2%	0.5%	0.5%	0.2%	0.5%	0.5%
Homeless Youth	3.1%	2.1%	3.6%	3.9%	2.7%	4.0%	5.0%	2.4%	3.8%
Socioeconomically Disadvantaged	94.5%	81.3%	62.7%	92.7%	82.4%	63.6%	92.5%	82.7%	63.1%
Students w/ Disabilities	13.9%	14.8%	13.7%	17.1%	15.6%	14.2%	19.2%	16.4%	14.8%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%	0.0%	0.3%	0.8%
African American/Black	0.2%	7.3%	4.9%	1.0%	7.1%	4.9%	0.6%	7.2%	4.8%
American Indian or Alaska Native	0.6%	0.1%	0.4%	0.6%	0.1%	0.4%	0.4%	0.1%	0.4%
Asian	0.4%	3.4%	9.9%	0.4%	3.3%	10.1%	0.4%	3.3%	10.3%
Filipino	3.5%	1.7%	2.2%	3.1%	1.6%	2.2%	3.0%	1.7%	2.2%
Latino	93.2%	73.8%	56.1%	92.5%	73.6%	56.1%	93.5%	72.9%	56.0%
Native Hawaiian or Pacific Islander	0.4%	0.2%	0.4%	0.2%	0.2%	0.4%	0.0%	0.1%	0.4%
White	1.8%	9.8%	20.3%	2.0%	9.7%	20.0%	1.8%	9.7%	19.7%
Two or More Races	0.0%	2.0%	4.6%	0.2%	2.1%	4.8%	0.4%	2.2%	4.9%
Not Reported	0.0%	1.8%	1.1%	0.0%	2.2%	1.2%	0.0%	2.7%	1.3%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp

Valor Academy Middle

Board District: 6 | Region: North | Location Code: 5162

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.

	2023-2024						2024-2025						2025-2026					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	47	13.2%	15,302	6.5%	211,186	10.6%	46	13.6%	13,052	5.9%	198,853	10.4%	28	8.7%	10,142	4.9%	174,300	9.5%
At-Risk 4-5 Years	19	5.3%	15,717	6.7%	136,188	6.8%	13	3.8%	11,406	5.2%	115,009	6.0%	20	6.2%	11,109	5.4%	113,143	6.2%
EL 0-3 Years	14	3.9%	60,574	25.7%	519,651	26.0%	16	4.7%	57,726	26.1%	516,862	26.9%	9	2.8%	48,131	23.5%	467,800	25.6%
EL 4+ Years & Not At-Risk or LTEL	67	18.8%	14,725	6.2%	207,768	10.4%	60	17.8%	13,775	6.2%	178,306	9.3%	58	18.0%	11,946	5.8%	170,621	9.3%
EL Total	147	41.3%	106,318	45.0%	1,074,793	53.8%	135	39.9%	95,959	43.3%	1,009,030	52.6%	115	35.7%	81,328	39.7%	925,864	50.7%
RFEP	209	58.7%	129,789	55.0%	924,422	46.2%	203	60.1%	125,465	56.7%	909,298	47.4%	207	64.3%	123,618	60.3%	900,560	49.3%
Total Ever EL	356	100.0%	236,107	100.0%	1,999,215	100.0%	338	100.0%	221,424	100.0%	1,918,328	100.0%	322	100.0%	204,946	100.0%	1,826,424	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesltel.asp

Valor Academy Middle

Board District: 6 | Region: North | Location Code: 5162

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						2025-2026					
	School			Los Angeles Unified			School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	512			529,902			510			516,685			504			497,105		
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**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	71	100.0%	13.9%	78,319	100.0%	14.8%	87	100.0%	17.1%	80,505	100.0%	15.6%	97	100.0%	19.2%	81,470	100.0%	16.4%
High Incidence	58	81.7%	11.3%	52,153	66.6%	9.8%	71	81.6%	13.9%	52,412	65.1%	10.1%	81	83.5%	16.1%	51,757	63.5%	10.4%
Low Incidence	13	18.3%	2.5%	26,162	33.4%	4.9%	16	18.4%	3.1%	28,084	34.9%	5.4%	16	16.5%	3.2%	29,702	36.5%	6.0%
Autism	7	9.9%	1.4%	18,713	23.9%	3.5%	11	12.6%	2.2%	20,802	25.8%	4.0%	11	11.3%	2.2%	22,739	27.9%	4.6%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%	0	0.0%	0.0%	10	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%	0	0.0%	0.0%	172	0.2%	0.0%
Emotional Disturbance	2	2.8%	0.4%	1,148	1.5%	0.2%	3	3.4%	0.6%	1,082	1.3%	0.2%	3	3.1%	0.6%	964	1.2%	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%	0	0.0%	0.0%	1	0.0%	0.0%
Hard of Hearing	2	2.8%	0.4%	971	1.2%	0.2%	2	2.3%	0.4%	931	1.2%	0.2%	2	2.1%	0.4%	903	1.1%	0.2%
Intellectual Disability	1	1.4%	0.2%	3,393	4.3%	0.6%	0	0.0%	0.0%	3,381	4.2%	0.7%	0	0.0%	0.0%	3,259	4.0%	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%	0	0.0%	0.0%	1,043	1.3%	0.2%
Other Health Impairment	10	14.1%	2.0%	10,930	14.0%	2.1%	14	16.1%	2.7%	11,596	14.4%	2.2%	15	15.5%	3.0%	12,092	14.8%	2.4%
Orthopedic Impairment	1	1.4%	0.2%	533	0.7%	0.1%	0	0.0%	0.0%	434	0.5%	0.1%	0	0.0%	0.0%	405	0.5%	0.1%
Specific Learning Disability	45	63.4%	8.8%	29,615	37.8%	5.6%	52	59.8%	10.2%	29,368	36.5%	5.7%	59	60.8%	11.7%	28,727	35.3%	5.8%
Speech or Language Impairment	3	4.2%	0.6%	11,608	14.8%	2.2%	5	5.7%	1.0%	11,448	14.2%	2.2%	7	7.2%	1.4%	10,938	13.4%	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%	0	0.0%	0.0%	59	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%	0	0.0%	0.0%	158	0.2%	0.0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Attachment C

Valor Academy Middle

Resident Schools Data Set

Academic Performance Medians- English Language Arts

English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - 2023 Dashboard						
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)**
Valor Academy Middle	N/A	All Students	497	Orange	-29.6	
Resident Schools	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Comparison (DFS)**
Alta California Elementary	N/A	All Students	370	Yellow	-29.9	Higher
Chase Street Elementary	N/A	All Students	200	Orange	-57.9	Higher
Francisco Sepulveda Middle	22%	All Students	973	Red	-76.2	Higher
Pacoima Middle	N/A	All Students	840	Orange	-44.1	Higher
Plummer Elementary	N/A	All Students	339	Orange	-52.7	Higher
Richard E. Byrd Middle	N/A	All Students	1,051	Orange	-49.8	Higher
Robert Fulton College Preparatory	N/A	All Students	711	Red	-81.9	Higher
Rosa Parks Learning Center	N/A	All Students	233	Orange	-73.7	Higher
Vista Middle	N/A	All Students	1,035	Red	-85.0	Higher
Resident Schools Median	**N/A**	**All Students**	**5,752**	**Orange**	**-57.9**	**Higher**

Data Sources: California School 2023 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

Valor Academy Middle English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - 2023 Dashboard							
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	**497**	**Orange**	**-29.6**	**5,752**	**Orange**	**-57.9**	**Higher**
Latino	455	Orange	-35.2	5,192	Orange	-61.1	Higher
English Learner	190	Red	-77.3	2,259	Red	-112.4	Higher
Socioeconomically Disadvantaged	478	Orange	-30.8	5,032	Orange	-58.0	Higher

N/A: No Gifted/Highly Gifted Magnet program within the school.

Valor Academy Middle English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - 2023 Dashboard							
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)**
Students with Disabilities	65	Orange	-98.0	916	Red	-129.6	Higher

Data Sources: California School 2023 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - 2024 Dashboard						
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)**
Valor Academy Middle	N/A	All Students	494	Orange	-35.8	
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)**
Alta California Elementary	N/A	All Students	336	Yellow	-14.3	Lower
Chase Street Elementary	N/A	All Students	215	Yellow	-30.8	Lower
Francisco Sepulveda Middle	22%	All Students	994	Red	-82.1	Higher
Pacoima Middle	N/A	All Students	828	Yellow	-38.3	Higher
Plummer Elementary	N/A	All Students	305	Orange	-53.9	Higher
Richard E. Byrd Middle	N/A	All Students	900	Yellow	-39.4	Higher
Robert Fulton College Preparatory	N/A	All Students	740	Orange	-73.5	Higher
Rosa Parks Learning Center	N/A	All Students	228	Red	-80.2	Higher
Vista Middle	N/A	All Students	1,057	Yellow	-62.9	Higher
Resident Schools Median	**N/A**	**All Students**	**5,603**	**Yellow**	**-53.9**	**Higher**

Data Sources: California School 2024 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

Valor Academy Middle English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - 2024 Dashboard							
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	**494**	**Orange**	**-35.8**	**5,603**	**Yellow**	**-53.9**	**Higher**
Latino	460	Orange	-41.5	5,044	Yellow	-58.5	Higher

N/A: No Gifted/Highly Gifted Magnet program within the school.

Valor Academy Middle English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - 2024 Dashboard							
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	216	Red	-76.4	2,325	Orange	-96.4	Higher
Long-Term English Learner	70	Red	-113.7	445	Orange	-139.7	Higher
Socioeconomically Disadvantaged	469	Orange	-38.1	5,191	Yellow	-58.3	Higher
Students with Disabilities	73	Red	-121.1	877	Orange	-124.8	Higher

Data Sources: California School 2024 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - 2025 Dashboard						
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)**
Valor Academy Middle	N/A	All Students	503	Orange	-36.9	
Resident Schools	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Comparison (DFS)**
Alta California Elementary	N/A	All Students	337	Green	-0.9	Lower
Chase Street Elementary	N/A	All Students	201	Yellow	-27.7	Lower
Francisco Sepulveda Middle	22%	All Students	951	Yellow	-67.8	Higher
Pacoima Middle	N/A	All Students	772	Yellow	-31.2	Lower
Plummer Elementary	N/A	All Students	298	Yellow	-33.3	Lower
Richard E. Byrd Middle	N/A	All Students	875	Yellow	-32.1	Lower
Robert Fulton College Preparatory	N/A	All Students	715	Red	-81.4	Higher
Rosa Parks Learning Center	N/A	All Students	237	Yellow	-53.4	Higher
Vista Middle	N/A	All Students	979	Yellow	-46.7	Higher
Resident Schools Median	**N/A**	**All Students**	**5,365**	**Yellow**	**-33.3**	**Lower**

Data Sources: California School 2025 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

N/A: No Gifted/Highly Gifted Magnet program within the school.

Valor Academy Middle English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - 2025 Dashboard							
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	**503**	**Orange**	**-36.9**	**5,365**	**Yellow**	**-33.3**	**Lower**
Latino	466	Orange	-39.8	4,853	Yellow	-37.4	Lower
English Learner	241	Orange	-72.8	2,395	Orange	-87.1	Higher
Long-Term English Learner	67	Orange	-90.8	408	Orange	-126.5	Higher
Socioeconomically Disadvantaged	468	Orange	-40.1	5,054	Yellow	-37.7	Lower
Students with Disabilities	90	Orange	-105.4	891	Orange	-115.4	Higher

Data Sources: California School 2025 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

N/A: No Gifted/Highly Gifted Magnet program within the school.

Attachment D

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
VALOR ACADEMY MIDDLE
BOARD OF EDUCATION REPORT 104 – 26/27
October 13, 2026

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2027 until June 30, 2032 to serve up to 530 students in grades 5-8 in each year of the charter term.

II. Summary Description of Current District Practice:
Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:
The approval of this charter petition would renew the charter of Valor Academy Middle for five (5) years beginning July 1, 2027 until June 30, 2032.

IV. Effects of This Proposal:
The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:
If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services. Student Integration Services provided feedback for the charter petition to ensure compliance.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

JAMES A. PERREAULT
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

File #: Rep-077-26/27, **Version:** 1 **Agenda Date:** 10/13/2026
In Control: Charter Schools Division

Approval of the Renewal Petition for Ánimo James B. Taylor Charter Middle [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Ánimo James B. Taylor Charter Middle) Recommends approval of the renewal petition for Ánimo James B. Taylor Charter Middle, a Middle performing, Start-Up Independent charter school, with a benchmark in the area of academics (Math for the African American/Black student group), located in Board District 7 and Region South, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 525 students in grades 6-8 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Ánimo James B. Taylor Charter Middle ("Charter School"), a Start-Up Independent charter school, with a benchmark in the area of academics (Math for the African American/Black student group), located in Board District 7 and Region South, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 525 students in grades 6-8 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
Ánimo James B. Taylor Charter Middle is a 6-8 middle school currently serving 447 students on a private facility at 810 E. 111th Pl., Los Angeles, CA, 90059 in Board District 7 and Region South. Ánimo James B. Taylor Charter Middle was originally approved by the LAUSD Board of Education on January 4, 2011. On December 8, 2020, the charter school was renewed for a five-year term to serve 525 students in grades 6-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Ánimo James B. Taylor Charter Middle expires June 30, 2027.

On July 16, 2026, Ánimo James B. Taylor Charter Middle submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through October 14, 2026.

An initial Public Hearing was held on August 25, 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 Ánimo James B. Taylor Charter Middle governing board members complete questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. Additionally, resumes and due diligence forms are requested from Ánimo James B. Taylor Charter Middle's Lead Petitioner; Executive Director/Chief Executive Officer or equivalent; Principal or equivalent; Financial manager or equivalent; and Chief Financial Officer or equivalent, as applicable. A confidential due diligence review of the charter school, the governing organization, and school's leaders, may be conducted by the Office of the Inspector General (OIG) as appropriate, and to the extent the OIG identifies any material concerns, 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 14 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, applicable policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms set forth in Charter School's renewal petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the renewal petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2027.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal 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 renewal 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. 077, 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's renewal petition.

Policy Implications:
All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact:
State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law, including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA

Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:
As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

Issues and Analysis:
If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:
Signature Page
Attachment A- Staff Assessment and Recommendation Report
Attachment B- Ánimo James B. Taylor Charter Middle Data Set
Attachment C- Ánimo James B. Taylor Charter Middle RSM Data
Attachment D- Desegregation Impact Statement

Budget, Petition, CORE Data (if applicable), and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1NeMKhvKNG_i7hv2Y3IYEYYQJzSeCc_Vi?usp=sharing>

Submitted:
9/17/26

RESPECTFULLY SUBMITTED,

ANDRÉS E. CHAIT
Superintendent of Schools

APPROVED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Division of Data, Strategy, and Innovation

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 077-26/27
October 13, 2026

School Name:	**Ánimo James B. Taylor Charter Middle**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 14, 2026**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Green Dot Public Schools**		
Location Code:	**5183**		
Type of Site(s):	**Private**		
Site Address(es):	**810 E. 111th Pl., Los Angeles, CA 90059**		
Board District(s):	**7**	Region(s):	**South**
Grade Levels Served:	**6-8**	Current Enrollment:	**447**
Grade Levels Authorized in Current Charter:	**6-8**	Approved Enrollment in Current Charter:	**525**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2026 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval with a benchmark for a five (5)-year term (2027-2032)**		
PROPOSED BENCHMARKS:	The following benchmark is proposed for Ánimo James B. Taylor Charter Middle for the 2027-2032 charter term: In each year of the charter term, the charter school shall demonstrate academic growth in Math for the African American/Black student group as reported on the California School Dashboard Math Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level; or by achieving a DFS that is equal to or higher than their respective student group state average DFS. As part of ongoing oversight, the District will review the charter school's performance at its annual oversight visit to determine any appropriate actions, including consideration of the school's progress upon submission of a renewal petition at the end of the term of the charter.		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Ánimo James B. Taylor Charter Middle ("Ánimo James B. Taylor" or "Charter School"), with a benchmark in the area of academics, located in Board District 7 and Region South, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 525 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 14 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
  These criteria have been determined not to be bases for denial.

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)
  These criteria have been determined not to be bases for denial.

Charter Petition Requirement:

In accordance with Education Code section 47611.5, a charter school charter shall contain a declaration regarding whether or not the charter school shall be deemed the exclusive public school employer of the employees at the charter school for the purposes of Section 3540.1 of the Government Code, and that declaration shall not be materially inconsistent with the charter.

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?
  This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	Ánimo James B. Taylor Charter Middle
Initial Authorization:	On January 4, 2011, Ánimo James B. Taylor Charter Middle (formerly named Ánimo Charter Middle School #2) was authorized by the LAUSD Board of Education to serve 540 students in grades 6-8.

	Ánimo James B. Taylor Charter Middle
Most Recent Renewal:	The charter was renewed on December 8, 2020, for a five-year term (July 1, 2021 - June 30, 2026) to serve up to 525 students in grades 6-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Ánimo James B. Taylor Charter Middle expires June 30, 2027.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	On December 8, 2020, as part of the school's most recent renewal, the LAUSD Board of Education issued the following academic benchmarks to Ánimo James B. Taylor: 1. The school will achieve Increased or Increased Significantly in Change Level schoolwide on the California School Dashboard's Mathematics Indicator over the term of the charter with the goal of achieving a Status level that is the same or higher than the applicable state levels by the time the charter is presented for renewal. The school's annual progress will be reviewed at the Annual Performance-Based Oversight Visit by the District. 2. The school will achieve Increased or Increased Significantly in Change Level for its numerically significant subgroups on the California School Dashboard's Mathematics Indicator over the term of the charter with the goal of achieving a Status level that is the same or higher than the applicable state levels by the time the charter is presented for renewal. The school's annual progress will be reviewed at the Annual Performance-Based Oversight Visit by the District. Please see the "Additional Information" section below.
Submission of Renewal Petition Application:	Ánimo James B. Taylor submitted its renewal petition application on July 16, 2026. The 90-day statutory timeline for Board action on the petition runs through October 14, 2026.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Ánimo James B. Taylor implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Ánimo James B. Taylor participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Ánimo James B. Taylor Charter Middle is operated by Green Dot Public Schools (GDPS), a California nonprofit public benefit corporation that also operates 12 other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

A. Summary

Ánimo James B. Taylor has been identified by the state as a Middle performing charter school. The recommendation for renewal considers the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard ("Dashboard"), and whether there was clear and convincing verified data evidence showing the charter school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School's Dashboard performance was lower than the state for a majority of applicable academic indicators, but higher in the English Learner Progress Indicator (ELPI). The school submitted verified data that was determined not to be clear and convincing in English Language Arts (ELA) or Math. However, as compared to resident schools, the charter school demonstrated higher results in ELA and Math. The recommendation of approval is based on a holistic review of the charter school, including the combined outcomes on Dashboard performance and comparison to resident schools.

Please see the Ánimo James B. Taylor Charter Middle data sets and verified data reports.

a. 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.

Ánimo James B. Taylor Charter Middle

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
Dashboard 2023	Orange	Red	Not Applicable	Orange	Not Applicable	Yellow	Not Applicable	Blue
Dashboard 2024	Orange	Orange	No Performance Color	Yellow	Not Applicable	Yellow	Not Applicable	Blue
Dashboard 2025	Orange	Orange	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)

b. 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 for all numerically significant student groups.

In order to improve student outcomes in ELA, the charter school leaders report a continuing focus on aligning instruction based on formative assessment data. Additionally, the school shared plans to provide professional development focused on literacy instruction and strategies to differentiate instruction and provide targeted intervention to students.

Ánimo James B Taylor Charter Middle - English Language Arts Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**97%**	**468**	**-63.8**	**-13.6**	**Lower**
Black or African American	97%	56	-80.9	-59.6	Lower
Latino	97%	409	-61.1	-40.2	Lower
English Learner	96%	168	-104.9	-67.7	Lower
Socioeconomically Disadvantaged	97%	457	-62.4	-42.6	Lower
Students with Disabilities	94%	58	-136.5	-96.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Ánimo James B Taylor Charter Middle - English Language Arts Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**433**	**-61.9**	**-13.2**	**Lower**
Black or African American	98%	54	-67.4	-58.9	Lower
Latino	99%	375	-60.8	-39.3	Lower
English Learner	98%	167	-107.1	-67.6	Lower
Long-Term English Learner	99%	78	-137.9	-109.6	Lower
Socioeconomically Disadvantaged	99%	422	-62.2	-40.9	Lower
Students with Disabilities	100%	55	-148.0	-95.6	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Ánimo James B Taylor Charter Middle - English Language Arts Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**426**	**-60.1**	**-8.1**	**Lower**
Black or African American	100%	62	-64.1	-51.3	Lower
Latino	98%	351	-59.1	-33.7	Lower
English Learner	99%	175	-91.9	-59.9	Lower
Long-Term English Learner	100%	69	-127.2	-104.5	Lower
Socioeconomically Disadvantaged	99%	416	-59.4	-35.3	Lower
Students with Disabilities	98%	62	-142.7	-89.4	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

c. Math Indicator

In 2023 and 2024 in Math, the charter school's DFS was lower than the state for All Students, and for all numerically significant student groups. In 2025 in Math, the charter school's DFS was lower than the state for All Students, and for five of six numerically significant student groups.

As noted above, staff is recommending a benchmark in Math for the African American/Black student group. In order to improve student outcomes in Math, the charter school leaders report implementing strategies to strengthen instructional coherence with data-driven practices. Additionally, the school shared plans to provide Math faculty with professional development focused on mathematical reasoning and differentiated intervention strategies.

Ánimo James B Taylor Charter Middle - Mathematics Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**98%**	**471**	**-115.1**	**-49.1**	**Lower**
Black or African American	97%	56	-145.6	-104.5	Lower
Latino	98%	412	-110.7	-80.8	Lower
English Learner	97%	170	-148.9	-93.4	Lower
Socioeconomically Disadvantaged	98%	460	-114.3	-80.8	Lower
Students with Disabilities	97%	59	-180.8	-127.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Ánimo James B Taylor Charter Middle - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**97%**	**432**	**-112.0**	**-47.6**	**Lower**
Black or African American	95%	53	-134.9	-102.2	Lower
Latino	98%	375	-107.9	-79.2	Lower
English Learner	95%	166	-151.5	-93.4	Lower
Long-Term English Learner	98%	77	-175.2	-163.5	Lower
Socioeconomically Disadvantaged	97%	421	-112.2	-78.2	Lower
Students with Disabilities	95%	52	-162.5	-124.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Ánimo James B Taylor Charter Middle - Mathematics Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**432**	**-101.2**	**-42.4**	**Lower**
Black or African American	100%	62	-132.8	-95.8	Lower
Latino	99%	357	-95.4	-73.6	Lower
English Learner	99%	177	-123.8	-86.1	Lower
Long-Term English Learner	100%	69	-153.4	-158.9	Higher
Socioeconomically Disadvantaged	100%	421	-100.8	-72.9	Lower
Students with Disabilities	100%	63	-159.3	-120.7	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

d. Science Indicator

In 2024 in Science, the charter school's Science Points (SPs) were lower than the state for All Students, and all numerically significant student groups. In 2025 in Science, the charter school's SPs were lower than the state for All Students, and for three of four numerically significant student groups.

In order to improve student outcomes in Science, charter school leaders report using California Science Test (CAST) to monitor and strengthen the effectiveness of the instructional program and ensure alignment with the Next Generation Science Standards.

Ánimo James B Taylor Charter Middle - Science Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**97%**	**155**	**42.6**	**51.2**	**Lower**
Latino	99%	134	43.0	45.4	Lower
English Learner	98%	50	34.3	39.0	Lower
Long-Term English Learner	97%	32	28.9	32.8	Lower
Socioeconomically Disadvantaged	97%	149	42.3	45.6	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Ánimo James B Taylor Charter Middle - Science Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**100%**	**158**	**44.8**	**52.6**	**Lower**
Latino	100%	135	46.1	47.1	Lower
English Learner	100%	63	40.9	41.1	Lower
Long-Term English Learner	100%	30	36.0	34.0	Higher
Socioeconomically Disadvantaged	100%	155	45.1	47.1	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 on the ELPI, the charter school's English Learner Progress Rate was lower than the state. In 2024 and 2025 on the ELPI, the charter school's English Learner Progress Rate was higher than the state.

Ánimo James B Taylor Charter Middle - English Learner Progress Indicator - 2023 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	99.2%	120	45.8%	48.7%	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Ánimo James B Taylor Charter Middle - English Learner Progress Indicator - 2024 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	98%	105	46.7%	45.7%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Ánimo James B Taylor Charter Middle - English Learner Progress Indicator - 2025 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	98%	88	55.7%	46.4%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

f. College/Career Indicator
Not applicable

g. Chronic Absenteeism Indicator
In 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.

In order to continue to improve student attendance, Charter School leaders report utilizing a data dashboard to monitor chronic absenteeism and implement interventions, including parent communications, parent meetings, and student agreements.

h. Graduation Rate 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., Basics: 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
As noted above, Ánimo James B. Taylor has benchmarks related to academics in its current term. The following summarizes the outcomes of each benchmark for each of the five years (2021-2022 through 2025-2026) of the current charter term.

Note: Annual benchmark status updates as reported for the years in the tables below are based on available data from the previous school year (i.e., 2021-2022 benchmark status is based on 2020-2021 data). As CAASPP testing data are 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 2021-2022 in the tables below. Additionally, the state did not issue Performance Level (color) in 2021-2022 due to a single year of available assessment data.

Benchmark 1: *The school will achieve Increased or Increased Significantly in Change Level schoolwide on the California School Dashboard's Mathematics Indicator over the term of the*

charter with the goal of achieving a Status level that is the same or higher than the applicable state levels by the time the charter is presented for renewal. The school's annual progress will be reviewed at the Annual Performance-Based Oversight Visit by the District.

Term Years	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Benchmark	No Update	No Update	Not Met	Met	Not Met

Benchmark 1 was Met for one year and Not Met for two years. There was no update for two years due to lack of California School Dashboard data regarding Change Level.

Benchmark 2: *The school will achieve Increased or Increased Significantly in Change Level for its numerically significant subgroups on the California School Dashboard's Mathematics Indicator over the term of the charter with the goal of achieving a Status level that is the same or higher than the applicable state levels by the time the charter is presented for renewal. The school's annual progress will be reviewed at the Annual Performance-Based Oversight Visit by the District.*

Term Years	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Benchmark	No Update	No Update	Not Met	Not Met	Not Met

Benchmark 2 was not met for three years. There was no update for two years due to lack of California School Dashboard data regarding Change Level.

Ánimo James B. Taylor's teachers are represented by the Asociación de Maestros Unidos, an affiliate of the California Teachers Association (CTA). Classified staff are represented by Ánimo Classified Employees Association, a CTA affiliate collective bargaining unit.

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

In accordance with Education Code section 47604.32, the District's Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for Ánimo James B. Taylor's outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2024-2025	*Developing*
2025-2026	*Developing*
Concerns	The ratings of *Developing* in 2024-2025 and 2025-2026 were due to the average of Dashboard indicators.

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2024-2025	*Accomplished*
2025-2026	*Accomplished*
Concerns	No unresolved issues pending.

VI. VERIFIED DATA

Charter schools satisfying the Middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school's achieved measurable increases in academic achievement, or strong postsecondary outcomes for the timeframe specified in law. (Ed. Code, § 47607.2(b)(3).)

Per Education Code section 47607.2 (c)(2), the State Board of Education established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. When a verified data source does not provide an official participation rate, the District will calculate the participation rate using the number of students assessed as compared to the Stability Count (the number of students enrolled for a minimum of 245 consecutive calendar days at the same school) as reported publicly on DataQuest. If Stability Count is not available for the current year, the District will use the charter school's norm enrollment as the comparison number. If the assessment provides the number of students assessed as compared to the total number of students enrolled in the assessment, the District will calculate using those reported numbers.

Animo James B. Taylor Charter Middle submitted verified data for consideration as part of its renewal application. The submission included verified data reports from California Assessment of Student Performance and Progress (CAASPP), Reading Inventory, NWEA, and i-Ready.

ELA

Charter School provided data for Reading from CAASPP for 2022-2023, 2023-2024, and 2024-2025 for All Students and for the following student groups: African American, English Learner, Homeless, Latino, Long-Term English Learner, Socioeconomically Disadvantaged, and Students with Disabilities. For 2022-2023, the charter school was lower than the state for All Students and a majority of student groups. For

2023-2024 and 2024-2025, the charter school was lower than the state for All Students and all student groups.

For 2023-2024, Reading Inventory was submitted, however, per the publisher's guidance, it was not the correct reports for consideration as verified data.

For 2024-2025 and 2025-2026, NWEA was submitted, however, both years did not appear to include results of at least 95 percent of eligible students when applying the estimated participation rate and therefore was not eligible for inclusion as verified data.

MATH

Charter School provided data for Math from CAASPP for 2022-2023, 2023-2024, and 2024-2025 for All Students and for the following student groups: African American, English Learner, Homeless, Latino, Long-Term English Learner, Socioeconomically Disadvantaged, and Students with Disabilities. For 2022-2023, 2023-2024, and 2024-2025, the charter school was lower than the state for All Students and all student groups.

Charter School provided data for Math from an "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2023-2024, 2024-2025, and 2025-2026 for All Students and for the following student groups: African American, English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities.

In accordance with i-Ready's Median Progress to Typical Growth targets[1] to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth," for 2023-2024 the charter school met growth expectations for All Students and a majority of student groups. For 2024-2025, the charter school did not meet growth expectations for a majority of student groups. For 2025-2026, the charter school did not submit the correct report, per the publisher's guidance, and therefore was not eligible for inclusion as verified data. Additionally, the charter school appears to include results of at least 95 percent of eligible students for 2023-2024 and 2024-2025.

In light of the above, the verified data submitted by Animo James B. Taylor Charter Middle is not considered clear and convincing in ELA or Math.

Please see the Animo James B. Taylor Charter Middle verified data reports.

VII. FURTHER ANALYSIS FOR MIDDLE PERFORMING CHARTER SCHOOLS

Following the review of the foregoing performance data for this charter school placing a greater weight on academic performance on the California School Dashboard, and considering Charter School's submitted verified data was not overall clear and convincing, staff determined that the school's performance requires further review.

Based on the charter school's performance on California School Dashboard, and the submitted verified data by the charter school, Staff conducted a further analysis of the charter school's performance in comparison to the Resident Schools Median (RSM) in ELA and Math.[2]

[1] i-Ready Median Progress to Typical Growth targets in Math are 80% in Grades K-5 and 60% in Grades 6-8.

[2] 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.

In ELA, as indicated in the tables below, when comparing the school to the RSM, Ánimo James B. Taylor's data indicates that its student performance on the California School Dashboard in 2023 was higher than the RSM for All Students, and for all numerically significant student groups. In 2024 and 2025 in ELA, the charter school's data indicates that its student performance on the California School Dashboard was higher than the RSM for All Students, and for five of six numerically significant student groups.

In Math, in 2023 and 2025, Ánimo James B. Taylor's data indicates that its student performance on the California School Dashboard was higher than the RSM for All Students, and for all numerically significant student groups. In 2024, the charter school's data indicates that its student performance on the California School Dashboard was higher than the RSM for All Students, and for five of six numerically significant student groups.

Resident Schools Analysis

Animo James B. Taylor Charter Middle English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - 2023 Dashboard

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	**468**	**Orange**	**-63.8**	**1,496**	**Red**	**-83.3**	**Higher**
Black or African American	56	Orange	-80.9	305	Red	-110.4	Higher
Latino	409	Orange	-61.1	1,128	Red	-78.9	Higher
English Learner	168	Red	-104.9	514	Red	-123.8	Higher
Socioeconomically Disadvantaged	457	Orange	-62.4	1,484	Red	-84.1	Higher
Students with Disabilities	58	Red	-136.5	283	Red	-146.7	Higher

Data Sources: California School 2023 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

Animo James B. Taylor Charter Middle English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - 2024 Dashboard

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	**433**	**Orange**	**-61.9**	**1,455**	**Red**	**-100.9**	**Higher**
Black or African American	54	Yellow	-67.4	318	Orange	-122.2	Higher
Latino	375	Orange	-60.8	1,098	Red	-86.5	Higher
English Learner	167	Red	-107.1	543	Red	-126.7	Higher
Long-Term English Learner	78	Red	-137.9	188	Red	-155.0	Higher

Animo James B. Taylor Charter Middle English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - 2024 Dashboard							
Student Group	**Number of Students with Scores**	**Charter Color**	**Charter (DFS)**	**Resident Schools Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Schools Median Comparison (DFS)**
Socioeconomically Disadvantaged	422	Orange	-62.2	1,424	Red	-100.3	Higher
Students with Disabilities	55	Red	-148.0	275	Red	-143.8	Lower

Data Sources: California School 2024 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

Animo James B. Taylor Charter Middle English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - 2025 Dashboard							
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	**426**	**Orange**	**-60.1**	**1,383**	**Orange**	**-84.0**	**Higher**
Black or African American	62	Yellow	-64.1	301	Orange	-91.2	Higher
Latino	351	Orange	-59.1	1,045	Orange	-80.5	Higher
English Learner	175	Orange	-91.9	552	Orange	-110.3	Higher
Long-Term English Learner	69	Orange	-127.2	132	Orange	-138.1	Higher
Socioeconomically Disadvantaged	416	Orange	-59.4	1,362	Orange	-84.5	Higher
Students with Disabilities	62	Orange	-142.7	279	Orange	-129.0	Lower

Data Sources: California School 2025 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

Animo James B. Taylor Charter Middle Math (Grades 3-8 and Grade 11) Academic Indicator Medians - 2023 Dashboard							
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	**471**	**Red**	**-115.1**	**1,492**	**Red**	**-138.8**	**Higher**
Black or African American	56	Orange	-145.6	306	Red	-172.8	Higher
Latino	412	Red	-110.7	1,124	Red	-127.9	Higher
English Learner	170	Red	-148.9	513	Red	-162.7	Higher
Socioeconomically Disadvantaged	460	Red	-114.3	1,480	Red	-139.3	Higher
Students with Disabilities	59	Red	-180.8	282	Orange	-189.8	Higher

Data Sources: California School 2023 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

Animo James B. Taylor Charter Middle Math (Grades 3-8 and Grade 11) Academic Indicator Medians - 2024 Dashboard							
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	**432**	**Orange**	**-112.0**	**1,477**	**Orange**	**-130.1**	**Higher**
Black or African American	53	Orange	-134.9	318	Orange	-169.6	Higher
Latino	375	Red	-107.9	1,120	Red	-125.6	Higher
English Learner	166	Red	-151.5	566	Orange	-148.9	Lower
Long-Term English Learner	77	Red	-175.2	189	Red	-176.4	Higher
Socioeconomically Disadvantaged	421	Red	-112.2	1,446	Orange	-129.9	Higher
Students with Disabilities	52	Orange	-162.5	271	Orange	-184.1	Higher

Data Sources: California School 2024 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

Animo James B. Taylor Charter Middle Math (Grades 3-8 and Grade 11) Academic Indicator Medians - 2025 Dashboard							
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	**432**	**Orange**	**-101.2**	**1,390**	**Orange**	**-123.2**	**Higher**
Black or African American	62	Red	-132.8	297	Orange	-145.5	Higher
Latino	357	Orange	-95.4	1,056	Orange	-114.8	Higher
English Learner	177	Orange	-123.8	568	Orange	-143.6	Higher
Long-Term English Learner	69	Orange	-153.4	162	Red	-174.5	Higher
Socioeconomically Disadvantaged	421	Orange	-100.8	1,369	Orange	-123.5	Higher
Students with Disabilities	63	Orange	-159.3	274	Orange	-167.0	Higher

Data Sources: California School 2025 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

VIII. SUPPLEMENTAL INFORMATION

The California Department of Education (CDE) specified that, "The CORE growth model was not adopted by the California State Board of Education (SBE) as verified data."[3] The CDE further specified that, "CAASPP reported data can only be used in a manner consistent with the data reported on the CAASPP website and Dashboard. CAASPP data, and methodologies for analyzing CAASPP data (e.g., CORE Student Growth Percentiles) that are mutually agreed upon by the chartering authority and charter

[3] https://www.cde.ca.gov/sp/ch/verifdatafaqs.asp#can-core-data-be-used-as-verified-data-updated-06-jun-2023

school, may be used to supplement Dashboard results. However, CAASPP data may not be used to dispute the Dashboard results."[4]

Charter School signed an agreement with LAUSD to submit CORE. Charter School submitted CORE Student Growth Percentiles to be used to supplement Dashboard results which was considered as part of the renewal analysis.

IX. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Ánimo James B. Taylor Charter Middle's ending net assets are positive.

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Ending Net Assets	$3,394,165	$3,620,740	$4,047,163	$4,050,270	$3,835,270
Net Income/Loss	$286,242	$226,575	$426,423	$3,107	($215,000)[1]
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment	450	514	490	466	447

[1] According to GDPS, the projected $215K net loss reflected in the 2025-2026 Second Interim report was primarily attributed to broader demographic declines in enrollment, resulting in reduced ADA-driven revenue, as well as increased student service needs. GDPS also stated that ICE-related activities negatively affected Charter School's ADA.

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.

Green Dot Public Schools					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Ending Net Assets	Net Income / (Loss)	Ending Net Assets	Net Income / (Loss)
18[2]	14[2]	$107,545,561	($7,879,195)[3]	$21,729,959	($1,726,477)[3]

[4] https://www.cde.ca.gov/sp/ch/verifdatacrit.asp

[2] Aside from the fourteen (14) LAUSD-authorized GDPS charter schools, GDPS operates four (4) additional Southern California schools: Ánimo Leadership Charter High (authorized by Lennox School District), Ánimo Inglewood Charter High (authorized by Inglewood Unified School District), Ánimo City of Champions Charter High (authorized by Los Angeles County Office of Education), and Ánimo Compton Charter Middle (authorized by Compton Unified School District).

On April 24, 2026, the GDPS Board voted to self-close Ánimo Venice Charter High, effective June 30, 2026, citing the school's enrollment challenges and its negative financial condition. Additionally, on March 10, 2026, the LAUSD Board denied Alain Leroy Locke College Preparatory Academy's renewal petition. In addition, on May 12, 2026, the LAUSD Board of Education approved the material revision for Extera Public School No. 2 to join GDPS, such that GDPS would govern, operate, and manage Extera Public School No. 2. As such, there are currently 13 GDPS charter schools in School Year 2026-2027 that are operational and authorized by LAUSD.

[3] According to GDPS, the net loss of approximately $7.9 million (including related parties and charter schools) or $1.7 million (excluding related parties and charter schools) was primarily due to school site losses of $4.3 million driven by lower-than expected revenue from enrollment and ADA declines for certain Green Dot charter schools. These declines were exacerbated by FY 2024-2025 fires, protests, and ICE-related activities, as well as planned deficits following the exhaustion of Elementary and Secondary School Emergency Relief (ESSER) funds. GDPS further stated that its Home Office posted a planned $1.7 million loss attributable to reduced revenue and lower management fees, and an additional $2.0 million resulted from a one-time write-off of a canceled facility project at one of its charter schools. Notwithstanding the net losses, the GDPS organization reported positive ending net assets of approximately $107.5 million, including its related parties and charter schools, and approximately $21.7 million, excluding its related parties and charter schools, as of June 30, 2025.

Animo James B. Taylor Charter Middle

Board District: 7 | Region: South | Location Code: 5183

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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	97%	468	-63.8	-15.6	Declined Significantly	Orange	-13.6	Lower	99%	433	-61.9	1.8	Maintained	Orange	-13.2	Lower	99%	426	-60.1	1.8	Maintained	Orange	-8.1	Lower
African American/Black	97%	56	-80.9	13.1	Increased	Orange	-59.6	Lower	98%	54	-67.4	13.5	Increased	Yellow	-58.9	Lower	100%	62	-64.1	3.2	Increased	Yellow	-51.3	Lower
English Learner	96%	168	-104.9	-4.0	Declined	Red	-67.7	Lower	98%	167	-107.1	-2.2	Maintained	Red	-67.6	Lower	99%	175	-91.9	15.2	Increased Significantly	Orange	-59.9	Lower
Homeless Youth	100%	21	-60.5	28.1	Increased Significantly	--	-67.9	--	100%	9	*	*	*	*	-70.4	*	100%	16	-69.3	--	--	--	-68.9	--
Latino	97%	409	-61.1	-14.8	Declined	Orange	-40.2	Lower	99%	375	-60.8	0.3	Maintained	Orange	-39.3	Lower	98%	351	-59.1	1.7	Maintained	Orange	-33.7	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	99%	78	-137.9	-13.7	Declined	Red	-109.6	Lower	100%	69	-127.2	10.7	Increased	Orange	-104.5	Lower
Socioeconomically Disadvantaged	97%	457	-62.4	-13.0	Declined	Orange	-42.6	Lower	99%	422	-62.2	0.2	Maintained	Orange	-40.9	Lower	99%	416	-59.4	2.8	Maintained	Orange	-35.3	Lower
Students with Disabilities	94%	58	-136.5	-29.8	Declined Significantly	Red	-96.3	Lower	100%	55	-148.0	-11.5	Declined	Red	-95.6	Lower	98%	62	-142.7	5.4	Increased	Orange	-89.4	Lower
White	100%	3	*	*	*	*	20.8	*	100%	4	*	*	*	*	19.2	*	100%	11	-69.2	--	--	--	23.8	--

Data Sources: California School Dashboard Research data files.

Animo James B. Taylor Charter Middle

Board District: 7 | Region: South | Location Code: 5183

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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%	471	-115.1	-3.6	Declined	Red	-49.1	Lower	97%	432	-112.0	3.1	Increased	Orange	-47.6	Lower	100%	432	-101.2	10.7	Increased	Orange	-42.4	Lower
African American/Black	97%	56	-145.6	10.7	Increased	Orange	-104.5	Lower	95%	53	-134.9	10.7	Increased	Orange	-102.2	Lower	100%	62	-132.8	2.1	Maintained	Red	-95.8	Lower
English Learner	97%	170	-148.9	0.7	Maintained	Red	-93.4	Lower	95%	166	-151.5	-2.6	Maintained	Red	-93.4	Lower	99%	177	-123.8	27.7	Increased Significantly	Orange	-86.1	Lower
Homeless Youth	100%	21	-149.8	-20.8	Declined Significantly	--	-101.3	--	100%	9	*	*	*	*	-106.0	*	100%	18	-133.8	--	--	--	-102.8	--
Latino	98%	412	-110.7	-2.9	Maintained	Red	-80.8	Lower	98%	375	-107.9	2.8	Maintained	Red	-79.2	Lower	99%	357	-95.4	12.6	Increased	Orange	-73.6	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	98%	77	-175.2	-2.7	Maintained	Red	-163.5	Lower	100%	69	-153.4	21.7	Increased Significantly	Orange	-158.9	Higher
Socioeconomically Disadvantaged	98%	460	-114.3	-2.3	Maintained	Red	-80.8	Lower	97%	421	-112.2	2.1	Maintained	Red	-78.2	Lower	100%	421	-100.8	11.4	Increased	Orange	-72.9	Lower
Students with Disabilities	97%	59	-180.8	-10.7	Declined	Red	-127.3	Lower	95%	52	-162.5	18.2	Increased Significantly	Orange	-124.3	Lower	100%	63	-159.3	3.2	Increased	Orange	-120.7	Lower
White	100%	3	*	*	*	*	-11.1	*	100%	4	*	*	*	*	-10.3	*	100%	11	-111.0	--	--	--	-6.2	--

Data Sources: California School Dashboard Research data files.

Animo James B. Taylor Charter Middle

Board District: 7 | Region: South | Location Code: 5183

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														
	Dashboard 2024						Dashboard 2025							
Student Group	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	97%	155	42.6	--	51.2	Lower	100%	158	44.8	2.2	Increased	Yellow	52.6	Lower
African American/Black	91%	21	38.2	--	41.4	--	100%	21	37.3	-0.9	Maintained	--	43.4	--
English Learner	98%	50	34.3	--	39.0	Lower	100%	63	40.9	6.6	Increased Significantly	Yellow	41.1	Lower
Latino	99%	134	43.0	--	45.4	Lower	100%	135	46.1	3.1	Increased	Green	47.1	Lower
Long-Term English Learner	97%	32	28.9	--	32.8	Lower	100%	30	36.0	7.0	Increased Significantly	Yellow	34.0	Higher
Socioeconomically Disadvantaged	97%	149	42.3	--	45.6	Lower	100%	155	45.1	2.8	Increased	Green	47.1	Lower
Students with Disabilities	100%	18	36.6	--	36.7	--	100%	23	36.0	-0.6	Maintained	--	38.3	--

Data Sources: California School Dashboard Research data files.

Animo James B. Taylor Charter Middle

Board District: 7 | Region: South | Location Code: 5183

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 30 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																				
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	120	45.8%	-9.5	Declined	Orange	48.7%	Lower	105	46.7%	0.8	Maintained	Yellow	45.7%	Higher	88	55.7%	9.0	Increased	Green	46.4%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	68	54.4%	8.1	Increased	Green	45.8%	Higher	55	67.3%	12.9	Increased Significantly	Blue	49.1%	Higher

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	45.8%	0%	28.3%	25.8%	45.7%	2.3%	32.2%	18.3%
2024	EL	46.7%	0%	23.8%	29.5%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	54.4%	0%	19.1%	26.5%	41.6%	3.4%	28.5%	24.7%
2025	EL	55.7%	0%	33.0%	11.4%	44.6%	1.3%	35.5%	17.2%
2025	LTEL	67.3%	0%	21.8%	10.9%	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.

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CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																							
	Dashboard 2023							Dashboard 2024							Dashboard 2025								
Student Group	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	542	43.4%	-3.7	Declined Significantly	Yellow	24.3%	Higher	488	35.0%	-8.3	Declined Significantly	Yellow	18.6%	Higher	479	30.5%	-4.6	Declined Significantly	Yellow	17.1%	Higher
African American/Black	77	57.1%	-5.8	Declined	Orange	36.4%	Higher	64	46.9%	-10.3	Declined	Orange	31.3%	Higher	74	37.8%	-9.0	Declined	Orange	29.8%	Higher
English Learner	159	43.4%	-7.2	Declined Significantly	Yellow	26.3%	Higher	139	36.7%	-6.7	Declined	Orange	20.1%	Higher	125	29.6%	-7.1	Declined	Orange	18.1%	Higher
Homeless Youth	27	51.9%	3.2	Increased	--	38.7%	--	10	*	*	*	*	32.7%	*	21	38.1%	--	--	--	30.7%	--
Latino	459	40.7%	-4.9	Declined Significantly	Yellow	28.4%	Higher	419	33.4%	-7.3	Declined Significantly	Yellow	21.7%	Higher	392	28.8%	-4.6	Declined Significantly	Yellow	20.1%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	93	40.9%	-4.4	Declined	Orange	23.9%	Higher	76	30.3%	-10.6	Declined	Orange	22.5%	Higher
Socioeconomically Disadvantaged	524	43.7%	-3.7	Declined Significantly	Yellow	29.9%	Higher	475	34.9%	-8.8	Declined Significantly	Yellow	23.4%	Higher	465	30.8%	-4.2	Declined Significantly	Yellow	21.7%	Higher
Students with Disabilities	71	53.5%	3.5	Increased	Red	33.1%	Higher	65	52.3%	-1.2	Declined	Orange	26.3%	Higher	68	45.6%	-6.7	Declined	Orange	24.9%	Higher
White	5	*	*	*	*	18.5%	*	4	*	*	*	*	13.5%	*	11	27.3%	--	--	--	12.2%	--

Data Sources: California School Dashboard Research data files.

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CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																						
	Dashboard 2023							Dashboard 2024							Dashboard 2025							
Student Group	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	553	0.5%	0.1	Maintained	Blue	3.5%	Lower	499	0.2%	-0.3	Declined	Blue	3.2%	Lower	492	0.4%	0.2	Maintained	Blue	2.9%	Lower	
African American/Black	78	0.0%	-3.4	Declined	Blue	8.8%	Lower	66	0.0%	0.0	Maintained	Blue	8.4%	Lower	77	1.3%	1.3	Increased	Yellow	7.7%	Lower	
English Learner	166	0.6%	0.6	Increased	Yellow	3.7%	Lower	141	0.7%	0.1	Maintained	Green	3.4%	Lower	129	0.0%	-0.7	Declined	Blue	3.2%	Lower	
Homeless Youth	29	0.0%	0.0	Maintained	--	6.5%	--	10	*	*	*	*	5.7%	*	21	0.0%	--	--	--	5.1%	--	
Latino	469	0.4%	0.4	Increased	Green	3.8%	Lower	427	0.2%	-0.2	Maintained	Blue	3.4%	Lower	402	0.2%	0.0	Maintained	Blue	3.0%	Lower	
Long-Term English Learner	--	--	--	--	--	--	--	94	1.1%	0.2	Maintained	Green	8.1%	Lower	79	0.0%	-1.1	Declined	Blue	7.0%	Lower	
Socioeconomically Disadvantaged	534	0.6%	0.1	Maintained	Green	4.5%	Lower	484	0.2%	-0.4	Declined	Blue	4.0%	Lower	477	0.4%	0.2	Maintained	Blue	3.6%	Lower	
Students with Disabilities	71	1.4%	-1.9	Declined	Green	5.9%	Lower	66	0.0%	-1.4	Declined	Blue	5.4%	Lower	69	0.0%	0.0	Maintained	Blue	5.0%	Lower	
White	5	*	*	*	*	2.9%	*	4	*	*	*	*	2.6%	*	11	0.0%	--	--	--	2.4%	--	

Data Sources: California School Dashboard Research data files.

Animo James B. Taylor Charter Middle

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Local Indicators Report

Local Indicators - CA School Dashboard Indicator			
Priority	**2023 Dashboard**	**2024 Dashboard**	**2025 Dashboard**
Basic Services and Conditions (Priority 1)	Standard Met	Standard Met	Standard Met
Implementation of State Academic Standards (Priority 2)	Standard Met	Standard Met	Standard Met
Parent and Family Engagement (Priority 3)	Standard Met	Standard Met	Standard Met
School Climate (Priority 6)	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study (Priority 7)	Standard Met	Standard Met	Standard Met

Data Sources: California School Dashboard Local Indicators Research data files.

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Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group									
	2023-2024			2024-2025			2025-2026		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	486	529,902	5,837,690	464	516,685	5,806,221	450	497,105	5,731,260
F/R Meal	96.1%	80.6%	61.6%	96.8%	81.9%	62.7%	94.2%	82.2%	62.4%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A	0.0%	14.1%	N/A
English Learner	27.0%	20.1%	18.4%	23.9%	18.6%	17.4%	20.4%	16.4%	16.2%
Foster Youth	0.6%	0.6%	0.5%	0.6%	0.5%	0.5%	0.4%	0.5%	0.5%
Homeless Youth	1.2%	2.1%	3.6%	3.2%	2.7%	4.0%	4.2%	2.4%	3.8%
Socioeconomically Disadvantaged	97.3%	81.3%	62.7%	97.6%	82.4%	63.6%	95.3%	82.7%	63.1%
Students w/ Disabilities	11.5%	14.8%	13.7%	13.6%	15.6%	14.2%	17.8%	16.4%	14.8%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%	0.0%	0.3%	0.8%
African American/Black	12.6%	7.3%	4.9%	15.5%	7.1%	4.9%	14.9%	7.2%	4.8%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.0%	3.4%	9.9%	0.0%	3.3%	10.1%	0.2%	3.3%	10.3%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%	0.0%	1.7%	2.2%
Latino	86.0%	73.8%	56.1%	81.5%	73.6%	56.1%	82.0%	72.9%	56.0%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%	0.0%	0.1%	0.4%
White	1.0%	9.8%	20.3%	3.0%	9.7%	20.0%	2.9%	9.7%	19.7%
Two or More Races	0.0%	2.0%	4.6%	0.0%	2.1%	4.8%	0.0%	2.2%	4.9%
Not Reported	0.4%	1.8%	1.1%	0.0%	2.2%	1.2%	0.0%	2.7%	1.3%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp

Animo James B. Taylor Charter Middle

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Long-Term English Learners (LTEL) and “At-Risk”

Note: The “EL Total” column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the “English Learners” heading. The “Total (Ever-EL)” column displays the summed total of the data in the “RFEP” column plus the data in the four columns under the “English Learners” heading OR the data in the “EL Total” column, but not both. The percent values displayed in this report are calculated as a percent of the “Total (Ever-EL)” which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

	2023-2024						2024-2025						2025-2026					
	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	63	22.6%	15,302	6.5%	211,186	10.6%	58	22.7%	13,052	5.9%	198,853	10.4%	43	17.9%	10,142	4.9%	174,300	9.5%
At-Risk 4-5 Years	12	4.3%	15,717	6.7%	136,188	6.8%	6	2.3%	11,406	5.2%	115,009	6.0%	7	2.9%	11,109	5.4%	113,143	6.2%
EL 0-3 Years	11	3.9%	60,574	25.7%	519,651	26.0%	18	7.0%	57,726	26.1%	516,862	26.9%	14	5.8%	48,131	23.5%	467,800	25.6%
EL 4+ Years & Not At-Risk or LTEL	45	16.1%	14,725	6.2%	207,768	10.4%	28	10.9%	13,775	6.2%	178,306	9.3%	28	11.7%	11,946	5.8%	170,621	9.3%
EL Total	131	47.0%	106,318	45.0%	1,074,793	53.8%	110	43.0%	95,959	43.3%	1,009,030	52.6%	92	38.3%	81,328	39.7%	925,864	50.7%
RFEP	148	53.0%	129,789	55.0%	924,422	46.2%	146	57.0%	125,465	56.7%	909,298	47.4%	148	61.7%	123,618	60.3%	900,560	49.3%
Total Ever EL	279	100.0%	236,107	100.0%	1,999,215	100.0%	256	100.0%	221,424	100.0%	1,918,328	100.0%	240	100.0%	204,946	100.0%	1,826,424	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesltel.asp

Animo James B. Taylor Charter Middle

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Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by Local Education Agencies (LEAs). LEAs are #required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. High Incidence is defined as students in the Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment categories. Low Incidence Students are defined as those in the Autism, Deafness, Emotional Disturbance, Hard of Hearing, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, and Visual #Impairment categories.

Special Education Enrollment by Category																		
	2023-2024						2024-2025						2025-2026					
	School			Los Angeles Unified			School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	486			529,902			464			516,685			450			497,105		
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**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	56	100.0%	11.5%	78,319	100.0%	14.8%	62	100.0%	13.4%	80,505	100.0%	15.6%	80	100.0%	17.8%	81,470	100.0%	16.4%
High Incidence	52	92.9%	10.7%	52,153	66.6%	9.8%	56	90.3%	12.1%	52,412	65.1%	10.1%	71	88.8%	15.8%	51,757	63.5%	10.4%
Low Incidence	4	7.1%	0.8%	26,162	33.4%	4.9%	6	9.7%	1.3%	28,084	34.9%	5.4%	9	11.3%	2.0%	29,702	36.5%	6.0%
Autism	1	1.8%	0.2%	18,713	23.9%	3.5%	4	6.5%	0.9%	20,802	25.8%	4.0%	8	10.0%	1.8%	22,739	27.9%	4.6%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%	0	0.0%	0.0%	10	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%	0	0.0%	0.0%	172	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%	0	0.0%	0.0%	964	1.2%	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%	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%	0	0.0%	0.0%	903	1.1%	0.2%
Intellectual Disability	2	3.6%	0.4%	3,393	4.3%	0.6%	1	1.6%	0.2%	3,381	4.2%	0.7%	0	0.0%	0.0%	3,259	4.0%	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%	0	0.0%	0.0%	1,043	1.3%	0.2%
Other Health Impairment	13	23.2%	2.7%	10,930	14.0%	2.1%	13	21.0%	2.8%	11,596	14.4%	2.2%	26	32.5%	5.8%	12,092	14.8%	2.4%
Orthopedic Impairment	1	1.8%	0.2%	533	0.7%	0.1%	1	1.6%	0.2%	434	0.5%	0.1%	0	0.0%	0.0%	405	0.5%	0.1%
Specific Learning Disability	33	58.9%	6.8%	29,615	37.8%	5.6%	33	53.2%	7.1%	29,368	36.5%	5.7%	38	47.5%	8.4%	28,727	35.3%	5.8%
Speech or Language Impairment	6	10.7%	1.2%	11,608	14.8%	2.2%	10	16.1%	2.2%	11,448	14.2%	2.2%	7	8.8%	1.6%	10,938	13.4%	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%	0	0.0%	0.0%	59	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%	1	1.3%	0.2%	158	0.2%	0.0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Attachment C

Animo James B. Taylor Charter Middle

Resident Schools Data Set

Academic Performance Medians- English Language Arts

English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - 2023 Dashboard						
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)**
Animo James B. Taylor Charter Middle	N/A	All Students	468	Orange	-63.8	
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)**
Charles Drew Middle	16%	All Students	575	Orange	-83.3	Higher
Edwin Markham Middle	N/A	All Students	557	Red	-94.8	Higher
Samuel Gompers Middle	N/A	All Students	364	Red	-83.2	Higher
Resident Schools Median	**N/A**	**All Students**	**1,496**	**Red**	**-83.3**	**Higher**

Data Sources: California School 2023 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

Animo James B. Taylor Charter Middle English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - 2023 Dashboard							
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	**468**	**Orange**	**-63.8**	**1,496**	**Red**	**-83.3**	**Higher**
Black or African American	56	Orange	-80.9	305	Red	-110.4	Higher
Latino	409	Orange	-61.1	1,128	Red	-78.9	Higher
English Learner	168	Red	-104.9	514	Red	-123.8	Higher
Socioeconomically Disadvantaged	457	Orange	-62.4	1,484	Red	-84.1	Higher
Students with Disabilities	58	Red	-136.5	283	Red	-146.7	Higher

Data Sources: California School 2023 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

N/A: No Gifted/Highly Gifted Magnet program within the school.

English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - 2024 Dashboard						
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)**
Animo James B. Taylor Charter Middle	N/A	All Students	433	Orange	-61.9	
Resident Schools	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Comparison (DFS)**
Charles Drew Middle	16%	All Students	545	Red	-86.9	Higher
Edwin Markham Middle	N/A	All Students	556	Red	-103.3	Higher
Samuel Gompers Middle	N/A	All Students	354	Red	-100.9	Higher
Resident Schools Median	**N/A**	**All Students**	**1,455**	**Red**	**-100.9**	**Higher**

Data Sources: California School 2024 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

Animo James B. Taylor Charter Middle English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - 2024 Dashboard							
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	**433**	**Orange**	**-61.9**	**1,455**	**Red**	**-100.9**	**Higher**
Black or African American	54	Yellow	-67.4	318	Orange	-122.2	Higher
Latino	375	Orange	-60.8	1,098	Red	-86.5	Higher
English Learner	167	Red	-107.1	543	Red	-126.7	Higher
Long-Term English Learner	78	Red	-137.9	188	Red	-155.0	Higher
Socioeconomically Disadvantaged	422	Orange	-62.2	1,424	Red	-100.3	Higher
Students with Disabilities	55	Red	-148.0	275	Red	-143.8	Lower

Data Sources: California School 2024 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - 2025 Dashboard						
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)**
Animo James B. Taylor Charter Middle	N/A	All Students	426	Orange	-60.1	

N/A: No Gifted/Highly Gifted Magnet program within the school.

English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - 2025 Dashboard						
School Name	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Charter Performance Level (color)**	**Charter (DFS)**	**Charter to Resident Comparison (DFS)**
Resident Schools	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Comparison (DFS)**
Charles Drew Middle	16%	All Students	510	Red	-84.0	Higher
Edwin Markham Middle	N/A	All Students	547	Orange	-85.5	Higher
Samuel Gompers Middle	N/A	All Students	326	Orange	-79.2	Higher
Resident Schools Median	**N/A**	**All Students**	**1,383**	**Orange**	**-84.0**	**Higher**

Data Sources: California School 2025 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

Animo James B. Taylor Charter Middle English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - 2025 Dashboard							
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	**426**	**Orange**	**-60.1**	**1,383**	**Orange**	**-84.0**	**Higher**
Black or African American	62	Yellow	-64.1	301	Orange	-91.2	Higher
Latino	351	Orange	-59.1	1,045	Orange	-80.5	Higher
English Learner	175	Orange	-91.9	552	Orange	-110.3	Higher
Long-Term English Learner	69	Orange	-127.2	132	Orange	-138.1	Higher
Socioeconomically Disadvantaged	416	Orange	-59.4	1,362	Orange	-84.5	Higher
Students with Disabilities	62	Orange	-142.7	279	Orange	-129.0	Lower

Data Sources: California School 2025 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

N/A: No Gifted/Highly Gifted Magnet program within the school.

Animo James B. Taylor Charter Middle

Resident Schools Data Set

Academic Performance Medians- Math

Math (Grades 3-8 and Grade 11) Academic Indicator Medians - 2023 Dashboard						
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)**
Animo James B. Taylor Charter Middle	N/A	All Students	471	Red	-115.1	
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)**
Charles Drew Middle	16%	All Students	573	Orange	-138.8	Higher
Edwin Markham Middle	N/A	All Students	556	Red	-139.5	Higher
Samuel Gompers Middle	N/A	All Students	363	Red	-123.8	Higher
Resident Schools Median	**N/A**	**All Students**	**1,492**	**Red**	**-138.8**	**Higher**

Data Sources: California School 2023 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

Animo James B. Taylor Charter Middle Math (Grades 3-8 and Grade 11) Academic Indicator Medians - 2023 Dashboard							
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	**471**	**Red**	**-115.1**	**1,492**	**Red**	**-138.8**	**Higher**
Black or African American	56	Orange	-145.6	306	Red	-172.8	Higher
Latino	412	Red	-110.7	1,124	Red	-127.9	Higher
English Learner	170	Red	-148.9	513	Red	-162.7	Higher
Socioeconomically Disadvantaged	460	Red	-114.3	1,480	Red	-139.3	Higher
Students with Disabilities	59	Red	-180.8	282	Orange	-189.8	Higher

Data Sources: California School 2023 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

N/A: No Gifted/Highly Gifted Magnet program within the school.

Math (Grades 3-8 and Grade 11) Academic Indicator Medians - 2024 Dashboard						
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)**
Animo James B. Taylor Charter Middle	N/A	All Students	432	Orange	-112.0	
Resident Schools	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Comparison (DFS)**
Charles Drew Middle	16%	All Students	559	Orange	-130.1	Higher
Edwin Markham Middle	N/A	All Students	561	Orange	-133.3	Higher
Samuel Gompers Middle	N/A	All Students	357	Red	-127.9	Higher
Resident Schools Median	**N/A**	**All Students**	**1,477**	**Orange**	**-130.1**	**Higher**

Data Sources: California School 2024 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

Animo James B. Taylor Charter Middle Math (Grades 3-8 and Grade 11) Academic Indicator Medians - 2024 Dashboard							
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	**432**	**Orange**	**-112.0**	**1,477**	**Orange**	**-130.1**	**Higher**
Black or African American	53	Orange	-134.9	318	Orange	-169.6	Higher
Latino	375	Red	-107.9	1,120	Red	-125.6	Higher
English Learner	166	Red	-151.5	566	Orange	-148.9	Lower
Long-Term English Learner	77	Red	-175.2	189	Red	-176.4	Higher
Socioeconomically Disadvantaged	421	Red	-112.2	1,446	Orange	-129.9	Higher
Students with Disabilities	52	Orange	-162.5	271	Orange	-184.1	Higher

Data Sources: California School 2024 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

N/A: No Gifted/Highly Gifted Magnet program within the school.

Math (Grades 3-8 and Grade 11) Academic Indicator Medians - 2025 Dashboard						
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)**
Animo James B. Taylor Charter Middle	N/A	All Students	432	Orange	-101.2	
Resident Schools	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Comparison (DFS)**
Charles Drew Middle	16%	All Students	512	Red	-128.8	Higher
Edwin Markham Middle	N/A	All Students	551	Orange	-123.2	Higher
Samuel Gompers Middle	N/A	All Students	327	Orange	-121.1	Higher
Resident Schools Median	**N/A**	**All Students**	**1,390**	**Orange**	**-123.2**	**Higher**

Data Sources: California School 2025 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

Animo James B. Taylor Charter Middle Math (Grades 3-8 and Grade 11) Academic Indicator Medians - 2025 Dashboard							
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	**432**	**Orange**	**-101.2**	**1,390**	**Orange**	**-123.2**	**Higher**
Black or African American	62	Red	-132.8	297	Orange	-145.5	Higher
Latino	357	Orange	-95.4	1,056	Orange	-114.8	Higher
English Learner	177	Orange	-123.8	568	Orange	-143.6	Higher
Long-Term English Learner	69	Orange	-153.4	162	Red	-174.5	Higher
Socioeconomically Disadvantaged	421	Orange	-100.8	1,369	Orange	-123.5	Higher
Students with Disabilities	63	Orange	-159.3	274	Orange	-167.0	Higher

Data Sources: California School 2025 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

N/A: No Gifted/Highly Gifted Magnet program within the school.

Attachment D

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
ANIMO JAMES B. TAYLOR CHARTER MIDDLE
BOARD OF EDUCATION REPORT 077 – 26/27
October 13, 2026

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2027 until June 30, 2032 to serve up to 525 students in grades 6-8 in each year of the charter term.

II. Summary Description of Current District Practice:
Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:
The approval of this charter petition would renew the charter of Animo James B. Taylor Charter Middle for five (5) years beginning July 1, 2027 until June 30, 2032.

IV. Effects of This Proposal:
The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:
If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services. Student Integration Services provided feedback for the charter petition to ensure compliance.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

CHRISTINE KAE
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

File #: Rep-078-26/27, **Version:** 1 **Agenda Date:** 10/13/2026
In Control: Charter Schools Division

Approval of the Renewal Petition for Ánimo Mae Jemison Charter Middle [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Ánimo Mae Jemison Charter Middle) Recommends approval of the renewal petition for Ánimo Mae Jemison Charter Middle, a Middle performing, Start-Up Independent charter school, with benchmarks in the area of academics (ELA for African American/Black, English Learner, and Students with Disabilities; Math for All Students, African American/Black, English Learner, and Students with Disabilities; and Science for English Learner), located in Board District 7 and Region South, for five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 540 students in grades 6-8 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Ánimo Mae Jemison Charter Middle ("Charter School"), a Start-Up Independent charter school, with benchmarks in the area of academics (ELA for African American/Black, English Learner, and Students with Disabilities; Math for All Students, African American/Black, English Learner, and Students with Disabilities; and Science for English Learner), located in Board District 7 and Region South, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 540 students in grades 6-8 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:
Ánimo Mae Jemison Charter Middle is a 6-8 school currently serving 410 students on a private facility at 12700 S. Avalon Blvd., Los Angeles, CA, 90061 in Board District 7 and Region South. Ánimo Mae Jemison Charter Middle was originally approved by the LAUSD Board of Education on November 12, 2013. On September 25, 2018, the charter school was renewed for a five-year term to serve 540 students in grades 6-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Ánimo Mae Jemison Charter Middle expires June 30, 2027.

On July 16, 2026, Ánimo Mae Jemison Charter Middle submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through October 14, 2026.

An initial Public Hearing was held on August 25, 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 Ánimo Mae Jemison Charter Middle governing board members complete questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. Additionally, resumes and due diligence forms are requested from Ánimo Mae Jemison Charter Middle's Lead Petitioner; Executive Director/Chief Executive Officer or equivalent; Principal or equivalent; Financial manager or equivalent; and Chief Financial Officer or equivalent, as applicable. A confidential due diligence review of the charter school, the governing organization, and school's leaders, may be conducted by the Office of the Inspector General (OIG) as appropriate, and to the extent the OIG identifies any material concerns, 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 14 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, applicable policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the

terms set forth in Charter School's renewal petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the renewal petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of approval of the renewal petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2027.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal 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 renewal petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 078, 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's renewal

Policy Implications:
All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact:
State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law, including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue

to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:
As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

Issues and Analysis:
If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:
Signature Page
Attachment A- Staff Assessment and Recommendation Report
Attachment B- Ánimo Mae Jemison Charter Middle Data Set
Attachment C- Ánimo Mae Jemison Charter Middle RSM Data
Attachment D- Desegregation Impact Statement

Budget, Petition, CORE Data (if applicable), and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1aJRWHqlMuNJUaBGD90NViTAvWsKwh6Dr?usp=sharing>

Submitted:
09/17/26

RESPECTFULLY SUBMITTED,

ANDRÉS E. CHAIT
Superintendent of Schools

APPROVED BY:

CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Division of Data, Strategy, and Innovation

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MARLA WILLMOTT
Director
Charter Schools Division

Attachment A

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 078-26/27
October 13, 2026

School Name:	**Ánimo Mae Jemison Charter Middle**		BOARD IS REQUIRED TO TAKE ACTION BY: **October 14, 2026**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Green Dot Public Schools**		
Location Code:	**5217**		
Type of Site(s):	**Private**		
Site Address(es):	**12700 S. Avalon Blvd., Los Angeles, CA 90061**		
Board District(s):	**7**	Region(s):	**South**
Grade Levels Served:	**6-8**	Current Enrollment:	**410**
Grade Levels Authorized in Current Charter:	**6-8**	Approved Enrollment in Current Charter:	**540**
CONSIDERATION:	**Renewal**		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2026 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Approval with benchmarks for a five (5)-year term (2027-2032)**		
PROPOSED BENCHMARKS:	The following eight (8) benchmarks are proposed for Ánimo Mae Jemison Charter Middle for the 2027-2032 charter term: In each year of the charter term, the charter school shall demonstrate academic growth for the indicated student groups in the California School Dashboard Indicators listed below, as reported on the California School Dashboard, by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level; or by achieving a DFS that is equal to or higher than their respective student group state average DFS: English Language Arts 1. African American/Black student group 2. English Learner student group 3. Students with Disabilities student group Math 4. All Students 5. African American/Black student group 6. English Learner student group 7. Students with Disabilities student group		

PROPOSED BENCHMARKS (CONT.):	Science 8. English Learner student group As part of ongoing oversight, the District will review the charter school's performance at its annual oversight visit to determine any appropriate actions, including consideration of the school's progress upon submission of a renewal petition at the end of the term of the charter.

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Ánimo Mae Jemison Charter Middle ("Ánimo Mae Jemison" or "Charter School"), with benchmarks in the area of academics, located in Board District 7 and Region South, for a term of five (5) years, beginning July 1, 2027, until June 30, 2032, to serve up to 540 students in grades 6-8 in each year of the charter term.

II. RENEWAL REQUIREMENTS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 14 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
  These criteria have been determined not to be bases for denial.

- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
  These criteria have been determined not to be bases for denial.

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)
  These criteria have been determined not to be bases for denial.

Charter Petition Requirement:
In accordance with Education Code section 47611.5, a charter school charter shall contain a declaration regarding whether or not the charter school shall be deemed the exclusive public school employer of the employees at the charter school for the purposes of Section 3540.1 of the Government Code, and that declaration shall not be materially inconsistent with the charter.

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?
  This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	Ánimo Mae Jemison Charter Middle
Initial Authorization:	On November 12, 2013, Ánimo Mae Jemison Charter Middle (formerly named Ánimo Avalon Charter Middle School) was authorized by the LAUSD Board of Education to serve 600 students in grades 6-8.
Most Recent Renewal:	The charter was renewed on September 25, 2018, for a five-year term (July 1, 2019 - June 30, 2024) to serve up to 540 students in grades 6-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Ánimo Mae Jemison Charter Middle expires June 30, 2027.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	On September 25, 2018, as part of the school's most recent renewal, the LAUSD Board of Education issued the following academic benchmarks to Ánimo Mae Jemison Charter Middle: 1. The school will demonstrate at least one performance level per academic year, as reported on the California Dashboard, for the following subgroups: African American, English Learners and Students with Disabilities, in English Language Arts (ELA), at a level equal to or greater than the Resident and Similar School Medians, with the goal of achieving and maintaining the "Green" performance level or higher by the end of the charter term.

	Ánimo Mae Jemison Charter Middle
Board Benchmarks in Current Charter Term (Cont.):	2. The school will demonstrate at least one performance level per academic year, as reported on the California Dashboard for the following subgroups: African American, English Learners and Students with Disabilities, in Math, at a level equal to or greater than the Resident and Similar School Medians, with the goal of achieving and maintaining the "Green" performance level or higher by the end of the charter term. Please see the "Additional Information" section below.
Submission of Renewal Petition Application:	Ánimo Mae Jemison submitted its renewal petition application on July 16, 2026. The 90-day statutory timeline for Board action on the petition runs through October 14, 2026.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Ánimo Mae Jemison implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Ánimo Mae Jemison participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Ánimo Mae Jemison is operated by Green Dot Public Schools (GDPS), a California nonprofit public benefit corporation that also operates 12 other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

A. Summary

Ánimo Mae Jemison has been identified by the state as a Middle performing charter school. The recommendation for renewal considers the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard ("Dashboard"), and whether there was clear and convincing verified data evidence showing the charter school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School's Dashboard performance was lower than the state for a majority of applicable academic indicators, but higher in English Learner Progress Indicator (ELPI). The school submitted verified data that was determined to be clear and convincing in ELA, but not in Math. However, in Math, as compared to resident schools, the charter school demonstrated overall higher results. The recommendation of approval is based on a holistic review of the charter school including the combined outcomes on Dashboard performance, verified data, and comparison to resident schools.

Please see the Ánimo Mae Jemison data sets and verified data reports.

a. 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.

Ánimo Mae Jemison Charter Middle Dashboard Indicators

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
Dashboard 2023	Yellow	Red	Not Applicable	Green	Not Applicable	Orange	Not Applicable	Yellow
Dashboard 2024	Orange	Orange	No Performance Color	Orange	Not Applicable	Yellow	Not Applicable	Green
Dashboard 2025	Orange	Red	Orange	Green	Not Applicable	Yellow	Not Applicable	Yellow

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

b. English Language Arts Indicator

In 2023 and 2025 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was lower than the state for All Students, and for all numerically significant student groups. In 2024 in ELA, the charter school's DFS was lower than the state for All Students, and for five of six numerically significant student groups.

As noted above, staff is recommending benchmarks in ELA for the African American/Black, English Learner, and Students with Disabilities student groups. In order to improve student outcomes in ELA, the charter school leaders report providing students with intentional small-group instructional time within the classroom. Additionally, ELA teachers engage in structured data analysis protocols using diagnostic assessments and classroom-based writing samples to plan and deliver targeted instruction.

Ánimo Mae Jemison Charter Middle - English Language Arts Indicator - 2023 Dashboard

Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**422**	**-55.8**	**-13.6**	**Lower**
Black or African American	97%	86	-85.1	-59.6	Lower
Latino	99%	329	-49.0	-40.2	Lower
English Learner	98%	117	-81.8	-67.7	Lower
Socioeconomically Disadvantaged	99%	408	-55.3	-42.6	Lower

Ánimo Mae Jemison Charter Middle - English Language Arts Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
Students with Disabilities	95%	55	-128.4	-96.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Ánimo Mae Jemison Charter Middle - English Language Arts Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**383**	**-57.6**	**-13.2**	**Lower**
Black or African American	97%	71	-91.8	-58.9	Lower
Latino	100%	310	-49.7	-39.3	Lower
English Learner	100%	119	-82.6	-67.6	Lower
Long-Term English Learner	100%	47	-104.1	-109.6	Higher
Socioeconomically Disadvantaged	99%	360	-56.2	-40.9	Lower
Students with Disabilities	100%	51	-129.2	-95.6	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Ánimo Mae Jemison Charter Middle - English Language Arts Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter ELA (DFS)	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**406**	**-65.7**	**-8.1**	**Lower**
Black or African American	100%	66	-109.3	-51.3	Lower
Latino	100%	320	-57.1	-33.7	Lower
English Learner	99%	150	-96.4	-59.9	Lower
Long-Term English Learner	100%	41	-125.1	-104.5	Lower
Socioeconomically Disadvantaged	100%	392	-66.4	-35.3	Lower
Students with Disabilities	100%	62	-141.7	-89.4	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

c. Math Indicator

In 2023 and 2025 in Math, the charter school's DFS was lower than the state for All Students, and all numerically significant student groups. In 2024 in Math, the charter school's DFS was lower than the state for All Students, and for five of six numerically significant student groups.

As noted above, staff is recommending benchmarks in Math for All Students, and for the African American/Black, English Learner, and Students with Disabilities student groups. In order to improve student outcomes in Math, the charter school leaders report that Math teachers meet as a department to align instructional practices, pacing, and expectations, and engage in analysis of student assessment data to identify priority standards and implement flexible grouping. Charter School leaders also report that teachers employ strategies such as frequent checks for understanding, real-time instructional adjustments, and scaffolded tasks where multi-step problems are broken into manageable parts.

Ánimo Mae Jemison Charter Middle - Mathematics Indicator - 2023 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**424**	**-116.7**	**-49.1**	**Lower**
Black or African American	97%	86	-148.1	-104.5	Lower
Latino	100%	331	-109.6	-80.8	Lower
English Learner	99%	118	-135.2	-93.4	Lower
Socioeconomically Disadvantaged	99%	410	-117.0	-80.8	Lower
Students with Disabilities	95%	55	-170.6	-127.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Ánimo Mae Jemison Charter Middle - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**99%**	**383**	**-113.0**	**-47.6**	**Lower**
Black or African American	97%	71	-133.0	-102.2	Lower
Latino	100%	310	-108.3	-79.2	Lower
English Learner	100%	119	-134.4	-93.4	Lower
Long-Term English Learner	100%	47	-156.3	-163.5	Higher
Socioeconomically Disadvantaged	99%	360	-111.6	-78.2	Lower

Ánimo Mae Jemison Charter Middle - Mathematics Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
Students with Disabilities	100%	51	-170.2	-124.3	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Ánimo Mae Jemison Charter Middle - Mathematics Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Charter Math (DFS)	State Math (DFS)	Charter to State Comparison (DFS)
All Students	**100%**	**406**	**-123.1**	**-42.4**	**Lower**
Black or African American	100%	66	-167.6	-95.8	Lower
Latino	99%	320	-112.0	-73.6	Lower
English Learner	99%	151	-139.6	-86.1	Lower
Long-Term English Learner	100%	41	-180.0	-158.9	Lower
Socioeconomically Disadvantaged	100%	392	-123.5	-72.9	Lower
Students with Disabilities	100%	62	-189.4	-120.7	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

d. Science Indicator

In 2024 and 2025 in Science, the charter school's Science Points (SPs) were lower than the state for All Students, and all numerically significant student groups.

As noted above, staff is recommending a benchmark in Science for the English Learner student group. In order to improve student outcomes in Science, the charter school leaders report using diagnostic assessments to track student progress towards mastery of Next Generation Science Standards (NGSS). In addition, Charter School is implementing targeted small-group instruction in Science.

Ánimo Mae Jemison Charter Middle - Science Indicator - 2024 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**100%**	**143**	**42.1**	**51.2**	**Lower**
Latino	100%	114	43.7	45.4	Lower
English Learner	100%	37	35.8	39.0	Lower
Socioeconomically Disadvantaged	100%	133	42.0	45.6	Lower

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Ánimo Mae Jemison Charter Middle - Science Indicator - 2025 Dashboard					
Student Group	Participation Rate	Students with Scores	Science Points	State Science Points	Charter to State Comparison
All Students	**100%**	**144**	**39.0**	**52.6**	**Lower**
Latino	100%	112	39.9	47.1	Lower
English Learner	100%	37	33.1	41.1	Lower
Socioeconomically Disadvantaged	100%	137	38.9	47.1	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, 2024, and 2025 on the ELPI, the charter school's English Learner Progress Rate was higher than the state.

Ánimo Mae Jemison Charter Middle - English Learner Progress Indicator - 2023 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	98.7%	75	61.3%	48.7%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Ánimo Mae Jemison Charter Middle - English Learner Progress Indicator - 2024 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	52	51.9%	45.7%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

Ánimo Mae Jemison Charter Middle - English Learner Progress Indicator - 2025 Dashboard					
Student Group	Charter ELPAC Participation Rate	Students with Scores	Charter EL Progress Rate	State EL Progress Rate	Charter to State Comparison
English Learner	100%	69	55.1%	46.4%	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)

f. College/Career Indicator

Not applicable

g. Chronic Absenteeism Indicator

In 2023 and 2024 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students, and for all numerically significant student groups. In 2025 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students, and for five of seven numerically significant student groups.

In order to improve student attendance, school leaders report that an attendance team reviews daily attendance and contacts families the same day an absence occurs to identify barriers to attendance and provide timely support. The attendance team also meets with students and families to co-create individualized attendance plans on an as-needed basis. Schoolwide positive reinforcements such as awards and schoolwide celebrations are also implemented to recognize and incentivize continued improvements in student attendance.

h. Graduation Rate 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., Basics: 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
As noted above, Ánimo Mae Jemison has benchmarks related to academics in its current term. The following summarizes the outcomes of each benchmark for each of the seven years (2019-2020 through 2025-2026) of the current charter term.

Note: Annual benchmark status updates as reported for the years in the tables below are based on available data from the previous school year (i.e., 2019-2020 benchmark status is based on 2018-2019 data). As CAASPP testing data are unavailable for the 2019–2020 and 2020–2021 school years due to statewide assessment disruptions caused by the COVID-19 pandemic, "No Update" is indicated for applicable benchmarks for 2020-2021 and 2021-2022 in the tables below. Additionally, the state did not issue Performance Level (color) in 2021-2022 due to a single year of available assessment data.

Benchmark 1: *The school will demonstrate at least one performance level per academic year, as reported on the California Dashboard, for the following subgroups: African American, English Learners and Students with Disabilities, in English Language Arts (ELA), at a level equal to or greater than the Resident and Similar School Medians, with the goal of achieving and maintaining the "Green" performance level or higher by the end of the charter term*.

Term Years	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Benchmark	Met	No Update	No Update	No Update	Met	Not Met	Not Met

Benchmark was Met for two years, and Not Met for two years. There was No Update for three years.

Benchmark 2: *The school will demonstrate at least one performance level per academic year, as reported on the California Dashboard for the following subgroups: African American, English*

Learners and Students with Disabilities, in Math, at a level equal to or greater than the Resident and Similar School Medians, with the goal of achieving and maintaining the "Green" performance level or higher by the end of the charter term.

Term Years	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Benchmark	Not Met	No Update	No Update	No Update	Met	Not Met	Not Met

Benchmark was Met for one year, and Not Met for three years. There was No Update for three years.

Ánimo Mae Jemison's teachers are represented by the Asociación de Maestros Unidos, an affiliate of the California Teachers Association (CTA). Classified staff are represented by Ánimo Classified Employees Association, a CTA affiliate collective bargaining unit.

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

In accordance with Education Code section 47604.32, the District's Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for Ánimo Mae Jemison's outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2024-2025	*Developing*
2025-2026	*Developing*
Concerns	The rating of *Developing* in 2024-2025 and 2025-2026 was due to the average of Dashboard indicators.

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Proficient*
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2024-2025	*Proficient*
2025-2026	*Developing*
Concerns	The rating of *Developing* in 2025-2026 was primarily due to the school's negative financial condition, and an audit finding reported in its 2024-2025 independent audit report. See further details in the Fiscal Management and Performance section below.

VI. VERIFIED DATA

Charter schools satisfying the Middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school's achieved measurable increases in academic achievement, or strong postsecondary outcomes for the timeframe specified in law. (Ed. Code, § 47607.2(b)(3).)

Per Education Code section 47607.2 (c)(2), the State Board of Education established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. When a verified data source does not provide an official participation rate, the District will calculate the participation rate using the number of students assessed as compared to the Stability Count (the number of students enrolled for a minimum of 245 consecutive calendar days at the same school) as reported publicly on DataQuest. If Stability Count is not available for the current year, the District will use the charter school's norm enrollment as the comparison number. If the assessment provides the number of students assessed as compared to the total number of students enrolled in the assessment, the District will calculate using those reported numbers.

Animo Mae Jemison Charter Middle submitted verified data for consideration as part of its renewal application. The submission included verified data reports from California Assessment of Student Performance and Progress (CAASPP), Reading Inventory, NWEA, and i-Ready.

ELA

Charter School provided data for Reading from CAASPP for 2022-2023, 2023-2024, and 2024-2025 for All Students and for the following student groups: African American, English Learner, Homeless, Latino, Long-Term English Learner, Socioeconomically Disadvantaged, and Students with Disabilities. For 2022-2023, 2023-2024, and 2024-2025, the charter school was lower than the state for All Students and all student groups.

Charter School provided data from a Reading Inventory *Custom Growth Report* for 2023-2024 for All Students and for the following student groups: African American, English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities. Based on Reading Inventory's Growth Thresholds range, 50%-100% qualifies as at least one year's progress. Charter School met one year's progress for All Students and for the majority of student groups. Additionally, the charter school appears to include results of at least 95 percent of eligible students when applying the estimated participation rate.

Charter School provided data from "MAP Growth by NWEA, Grades K-12" (NWEA) *Student Growth Summary Report* in Reading for grade 6, 7, and 8 and for the following student groups: African American, English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities. Per NWEA, this assessment only reports data disaggregated by grade levels. The California SBE's May 2023 Agenda Item #02, publisher guidance states, "A CGI range of -0.2 to 0.2 (or greater) could be used as an

approximation of one year's growth (or more) in a subject, as the overall average growth of students would be generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure." For 2024-2025, the charter school met one year's progress for a majority of grade levels and a majority of student groups and appears to include results of at least 95 percent of eligible students when applying the estimated participation rate. However, for 2025-2026, the charter school does not appear to have met the 95 percent participation rate therefore was not eligible for inclusion as verified data.

MATH

Charter School provided data for Math from CAASPP for 2022-2023, 2023-2024, and 2024-2025 for All Students and for the following student groups: African American, English Learner, Homeless, Latino, Long-Term English Learner, Socioeconomically Disadvantaged, and Students with Disabilities. For 2022-2023, 2023-2024, and 2024-2025, the charter school was lower than the state for All Students and all student groups.

Charter School provided data for Math from an "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2023-2024, 2024-2025, and 2025-2026 for All Students and for the following student groups: African American, English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities.

In accordance with i-Ready's Median Progress to Typical Growth targets[1] to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth," for 2023-2024 the charter school did not meet growth expectations for a majority of student groups. For 2024-2025, the charter school met growth expectations for All Students and a majority of student groups. Additionally, the charter school appears to include results of at least 95 percent of eligible students for 2023-2024 and 2024-2025 when applying the estimated participation rate. However, for 2025-2026, the charter school does not appear to have met the 95 percent participation rate and therefore was not eligible for inclusion as verified data.

In light of the above, the verified data submitted by Ánimo Mae Jemison Charter Middle is considered clear and convincing in ELA, but not clear and convincing in Math.

Please see the Ánimo Mae Jemison Charter Middle verified data reports.

VII. FURTHER ANALYSIS FOR MIDDLE PERFORMING CHARTER SCHOOLS

Following the review of the foregoing performance data for this charter school placing a greater weight on academic performance on the California School Dashboard, and considering Charter School's submitted verified data was not overall clear and convincing, staff determined that the school's performance requires further review.

Based on the charter school's performance on California School Dashboard, and the submitted verified data by the charter school, Staff conducted a further analysis of the charter school's performance in comparison to the Resident Schools Median (RSM) in Math.[2] As indicated in the tables below, when comparing the school to the RSM, Ánimo Mae Jemison's data indicates that its student performance on the California School Dashboard in 2023 and 2024 was higher than the RSM for All Students, and for all

[1] i-Ready Median Progress to Typical Growth targets in Math are 80% in Grades K-5 and 60% in Grades 6-8.

[2] 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.

numerically significant student groups. In 2025, Ánimo Mae Jemison's data indicates that its student performance on California School Dashboard was lower than the RSM for All Students, and for five of six numerically significant student groups.

Resident Schools Analysis

Ánimo Mae Jemison Charter Middle Math (Grades 3-8 and Grade 11) Academic Indicator Medians - 2023 Dashboard							
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	**424**	**Red**	**-116.7**	**2,328**	**Red**	**-133.8**	**Higher**
Black or African American	86	Orange	-148.1	536	Orange	-161.9	Higher
Latino	331	Orange	-109.6	1,707	Red	-124.0	Higher
English Learner	118	Orange	-135.2	766	Red	-161.7	Higher
Socioeconomically Disadvantaged	410	Red	-117.0	2,282	Red	-134.1	Higher
Students with Disabilities	55	Orange	-170.6	452	Orange	-181.0	Higher

Data Sources: California School 2023 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

Ánimo Mae Jemison Charter Middle Math (Grades 3-8 and Grade 11) Academic Indicator Medians - 2024 Dashboard							
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	**383**	**Orange**	**-113.0**	**2,350**	**Orange**	**-131.7**	**Higher**
Black or African American	71	Orange	-133.0	566	Orange	-162.8	Higher
Latino	310	Red	-108.3	1,717	Red	-126.7	Higher
English Learner	119	Red	-134.4	869	Orange	-148.4	Higher
Long-Term English Learner	47	Red	-156.3	329	Red	-175.7	Higher
Socioeconomically Disadvantaged	360	Orange	-111.6	2,287	Orange	-131.5	Higher
Students with Disabilities	51	Red	-170.2	431	Orange	-175.5	Higher

Data Sources: California School 2024 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

Ánimo Mae Jemison Charter Middle Math (Grades 3-8 and Grade 11) Academic Indicator Medians - 2025 Dashboard							
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	**406**	**Red**	**-123.1**	**2,186**	**Orange**	**-122.2**	**Lower**
Black or African American	66	Red	-167.6	487	Orange	-142.1	Lower
Latino	320	Red	-112.0	1,598	Orange	-113.8	Higher
English Learner	151	Red	-139.6	860	Orange	-136.8	Lower
Long-Term English Learner	41	Red	-180.0	264	Orange	-170.2	Lower
Socioeconomically Disadvantaged	392	Red	-123.5	2,134	Orange	-123.0	Lower
Students with Disabilities	62	Red	-189.4	440	Orange	-162.2	Lower

Data Sources: California School 2025 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

VIII. SUPPLEMENTAL INFORMATION

The California Department of Education (CDE) specified that, "The CORE growth model was not adopted by the California State Board of Education (SBE) as verified data."[3] The CDE further specified that, "CAASPP reported data can only be used in a manner consistent with the data reported on the CAASPP website and Dashboard. CAASPP data, and methodologies for analyzing CAASPP data (e.g., CORE Student Growth Percentiles) that are mutually agreed upon by the chartering authority and charter school, may be used to supplement Dashboard results. However, CAASPP data may not be used to dispute the Dashboard results."[4]

Charter School signed an agreement with LAUSD to submit CORE. Charter School submitted CORE Student Growth Percentiles to be used to supplement Dashboard results, which was considered as part of the renewal analysis.

IX. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Ánimo Mae Jemison Charter Middle's ending net assets are positive.

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Ending Net Assets	$1,873,358	$1,421,368	$245,184	$96,021	$96,021
Net Income/Loss	$467,348	($451,990)[1]	($1,176,184)[2]	($149,163)[3]	$0[3]
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0

[3] https://www.cde.ca.gov/sp/ch/verifdatafaqs.asp#can-core-data-be-used-as-verified-data-updated-06-jun-2023
[4] https://www.cde.ca.gov/sp/ch/verifdatacrit.asp

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (Second Interim)
Norm Enrollment [A]	509	476	410	442	410

[1] According to GDPS, the net loss reported for FY 2022-2023 was primarily due to a $300,000 increase in sub-agreement service expenses, including substitute staffing and after-school program expenses.

[2] According to GDPS, the net loss reported for FY 2023-2024 was primarily attributable to the exhaustion of federal funding, primarily Elementary and Secondary School Emergency Relief (ESSER) grants, which were substantially lower than in prior years. At the same time, personnel costs increased due to salary increases and additional staffing to better support students. Charter School also incurred one-time expenses for materials and supplies. In addition, declining enrollment and attendance resulted in reduced funding.

[3] According to GDPS, the continued net loss reported for FY 2024-2025 and $0 net income projected for FY 2025-2026 Second Interim Report were primarily attributable to lower-than-expected enrollment and increased student service needs, particularly in Special Education. In addition to increased student service needs and operational factors, GDPS also stated that ICE-related activities negatively affected Charter School's ADA, contributing to Charter School's ongoing financial challenges. Additionally, GDPS asserted that it is providing support to assist Charter School in maintaining financial stability. **Ánimo Mae Jemison Charter Middle's FY 2025-2026 Unaudited Actuals project an improved operating result, with net income of $406,764 and positive ending net assets of approximately $503K as of June 30, 2026, which reflects the GDPS Home Office's financial support.** The budget and cash flow projections submitted with the renewal petition application reflect positive ending net assets and net income each year throughout the renewal charter term. The CSD will continue to monitor Charter School's financial condition through its oversight process.

[A] Ánimo Mae Jemison Charter Middle stated that it plans to increase enrollment through various means, for example, strengthening community engagement. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

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.

Green Dot Public Schools					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		Including related parties and charter schools		Excluding related parties and charter schools	
Operated	Authorized by LAUSD	Ending Net Assets	Net Income / (Loss)	Ending Net Assets	Net Income / (Loss)
18[4]	14[4]	$107,545,561	($7,879,195)[5]	$21,729,959	($1,726,477)[5]

[4] Aside from the fourteen (14) LAUSD-authorized GDPS charter schools, GDPS operates four (4) additional Southern California schools: Ánimo Leadership Charter High (authorized by Lennox School District), Ánimo Inglewood Charter High (authorized by Inglewood Unified School District), Ánimo City of Champions Charter High (authorized by Los Angeles County Office of Education), and Ánimo Compton Charter Middle (authorized by Compton Unified School District).

On April 24, 2026, the GDPS Board voted to self-close Ánimo Venice Charter High, effective June 30, 2026, citing the school's enrollment challenges and its negative financial condition. Additionally, on March 10, 2026, the LAUSD Board denied Alain Leroy Locke College Preparatory Academy's renewal petition. In addition, on May 12, 2026, the LAUSD Board of Education approved the material revision for Extera Public School No. 2 to join GDPS, such that GDPS would govern, operate, and manage Extera Public School No. 2. As such, there are currently 13 GDPS charter schools in School Year 2026-2027 that are operational and authorized by LAUSD.

[5] According to GDPS, the net loss of approximately $7.9 million (including related parties and charter schools) or $1.7 million (excluding related parties and charter schools) was primarily due to school site losses of $4.3 million driven by lower-than expected revenue from enrollment and ADA declines for certain Green Dot charter schools. These declines were exacerbated by FY 2024-2025 fires, protests, and ICE-related activities, as well as planned deficits following the exhaustion of Elementary and Secondary School Emergency Relief (ESSER) funds. GDPS further stated that its Home Office posted a planned $1.7 million loss attributable to reduced revenue and lower management fees, and an additional $2.0 million resulted from a one-time write-off of a canceled facility project at one of its charter schools. Notwithstanding the net losses, the GDPS organization reported positive ending net assets of approximately $107.5 million, including its related parties and charter schools, and approximately $21.7 million, excluding its related parties and charter schools, as of June 30, 2025.

Animo Mae Jemison Charter Middle

Board District: 7 | Region: South | Location Code: 5217

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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	99%	422	-55.8	16.9	Increased Significantly	Yellow	-13.6	Lower	99%	383	-57.6	-1.8	Maintained	Orange	-13.2	Lower	100%	406	-65.7	-8.1	Declined	Orange	-8.1	Lower
African American/Black	97%	86	-85.1	17.8	Increased Significantly	Orange	-59.6	Lower	97%	71	-91.8	-6.7	Declined	Red	-58.9	Lower	100%	66	-109.3	-17.5	Declined Significantly	Red	-51.3	Lower
English Learner	98%	117	-81.8	30.7	Increased Significantly	Orange	-67.7	Lower	100%	119	-82.6	-0.8	Maintained	Red	-67.6	Lower	99%	150	-96.4	-13.8	Declined	Red	-59.9	Lower
Homeless Youth	92%	22	-77.2	0.6	Maintained	--	-67.9	--	100%	18	-44.8	32.4	Increased Significantly	--	-70.4	--	100%	22	-104.6	-59.8	Declined Significantly	--	-68.9	--
Latino	99%	329	-49.0	17.7	Increased Significantly	Yellow	-40.2	Lower	100%	310	-49.7	-0.7	Maintained	Orange	-39.3	Lower	100%	320	-57.1	-7.4	Declined	Orange	-33.7	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	100%	47	-104.1	-29.4	Declined Significantly	Red	-109.6	Higher	100%	41	-125.1	-20.9	Declined Significantly	Red	-104.5	Lower
Socioeconomically Disadvantaged	99%	408	-55.3	17.6	Increased Significantly	Yellow	-42.6	Lower	99%	360	-56.2	-0.9	Maintained	Orange	-40.9	Lower	100%	392	-66.4	-10.2	Declined	Orange	-35.3	Lower
Students with Disabilities	95%	55	-128.4	14.6	Increased	Orange	-96.3	Lower	100%	51	-129.2	-0.8	Maintained	Red	-95.6	Lower	100%	62	-141.7	-12.5	Declined	Red	-89.4	Lower

Data Sources: California School Dashboard Research data files.

Animo Mae Jemison Charter Middle

Board District: 7 | Region: South | Location Code: 5217

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "–" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	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	99%	424	-116.7	2.0	Maintained	Red	-49.1	Lower	99%	383	-113.0	3.7	Increased	Orange	-47.6	Lower	100%	406	-123.1	-10.1	Declined	Red	-42.4	Lower
African American/Black	97%	86	-148.1	5.6	Increased	Orange	-104.5	Lower	97%	71	-133.0	15.0	Increased Significantly	Orange	-102.2	Lower	100%	66	-167.6	-34.6	Declined Significantly	Red	-95.8	Lower
English Learner	99%	118	-135.2	5.8	Increased	Orange	-93.4	Lower	100%	119	-134.4	0.9	Maintained	Red	-93.4	Lower	99%	151	-139.6	-5.2	Declined	Red	-86.1	Lower
Homeless Youth	92%	22	-126.2	-5.6	Declined	--	-101.3	--	100%	18	-83.1	43.1	Increased Significantly	--	-106.0	--	100%	23	-148.8	-65.7	Declined Significantly	--	-102.8	--
Latino	100%	331	-109.6	3.8	Increased	Orange	-80.8	Lower	100%	310	-108.3	1.3	Maintained	Red	-79.2	Lower	99%	320	-112.0	-3.7	Declined	Red	-73.6	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	100%	47	-156.3	-24.6	Declined Significantly	Red	-163.5	Higher	100%	41	-180.0	-23.7	Declined Significantly	Red	-158.9	Lower
Socioeconomically Disadvantaged	99%	410	-117.0	1.8	Maintained	Red	-80.8	Lower	99%	360	-111.6	5.3	Increased	Orange	-78.2	Lower	100%	392	-123.5	-11.8	Declined	Red	-72.9	Lower
Students with Disabilities	95%	55	-170.6	8.1	Increased	Orange	-127.3	Lower	100%	51	-170.2	0.4	Maintained	Red	-124.3	Lower	100%	62	-189.4	-19.2	Declined Significantly	Red	-120.7	Lower

Data Sources: California School Dashboard Research data files.

Animo Mae Jemison Charter Middle

Board District: 7 | Region: South | Location Code: 5217

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														
	Dashboard 2024						Dashboard 2025							
Student Group	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%	143	42.1	--	51.2	Lower	100%	144	39.0	-3.0	Declined	Orange	52.6	Lower
African American/Black	100%	29	35.4	--	41.4	--	100%	19	34.2	-1.3	Maintained	--	43.4	--
English Learner	100%	37	35.8	--	39.0	Lower	100%	37	33.1	-2.8	Declined	Red	41.1	Lower
Latino	100%	114	43.7	--	45.4	Lower	100%	112	39.9	-3.9	Declined	Orange	47.1	Lower
Long-Term English Learner	100%	17	33.4	--	32.8	--	100%	19	28.9	-4.5	Declined	--	34.0	--
Socioeconomically Disadvantaged	100%	133	42.0	--	45.6	Lower	100%	137	38.9	-3.1	Declined	Orange	47.1	Lower
Students with Disabilities	100%	16	30.9	--	36.7	--	100%	21	29.6	-1.4	Maintained	--	38.3	--

Data Sources: California School Dashboard Research data files.

Animo Mae Jemison Charter Middle

Board District: 7 | Region: South | Location Code: 5217

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 30 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	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	75	61.3%	6.8	Increased	Green	48.7%	Higher	52	51.9%	-9.4	Declined	Orange	45.7%	Higher	69	55.1%	3.1	Increased	Green	46.4%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	43	53.5%	-16.5	Declined Significantly	Orange	45.8%	Higher	39	69.2%	15.7	Increased Significantly	Blue	49.1%	Higher

Student English Language Acquisition Results Summative ELPAC									
		School				State of California			
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	60.0%	1.3%	17.3%	21.3%	45.7%	2.3%	32.2%	18.3%
2024	EL	50.0%	1.9%	30.8%	17.3%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	51.2%	2.3%	27.9%	18.6%	41.6%	3.4%	28.5%	24.7%
2025	EL	55.1%	0.0%	24.6%	20.3%	44.6%	1.3%	35.5%	17.2%
2025	LTEL	69.2%	0.0%	17.9%	12.8%	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.

Animo Mae Jemison Charter Middle

Board District: 7 | Region: South | Location Code: 5217

CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																							
	Dashboard 2023							Dashboard 2024							Dashboard 2025								
Student Group	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	486	38.5%	-2.3	Declined	Orange	24.3%	Higher	422	28.7%	-9.8	Declined Significantly	Yellow	18.6%	Higher	453	24.9%	-3.7	Declined Significantly	Yellow	17.1%	Higher
African American/Black	103	50.5%	-4.5	Declined	Orange	36.4%	Higher	80	37.5%	-13.0	Declined	Orange	31.3%	Higher	79	26.6%	-10.9	Declined	Orange	29.8%	Lower
English Learner	110	40.0%	2.7	Increased	Red	26.3%	Higher	70	30.0%	-10.0	Declined	Orange	20.1%	Higher	84	31.0%	1.0	Increased	Red	18.1%	Higher
Homeless Youth	34	41.2%	-8.8	Declined	Orange	38.7%	Higher	23	43.5%	2.3	Increased	--	32.7%	--	36	25.0%	-18.5	Declined	--	30.7%	Lower
Latino	374	34.8%	-1.7	Declined	Orange	28.4%	Higher	338	26.9%	-7.8	Declined Significantly	Yellow	21.7%	Higher	353	24.9%	-2.0	Declined	Orange	20.1%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	52	28.8%	-9.8	Declined	Orange	23.9%	Higher	44	29.5%	0.7	Increased	Red	22.5%	Higher
Socioeconomically Disadvantaged	472	39.2%	-2.6	Declined	Orange	29.9%	Higher	397	29.7%	-9.5	Declined Significantly	Yellow	23.4%	Higher	436	24.8%	-5.0	Declined Significantly	Yellow	21.7%	Higher
Students with Disabilities	68	50.0%	4.4	Increased	Red	33.1%	Higher	61	29.5%	-20.5	Declined	Orange	26.3%	Higher	70	28.6%	-0.9	Declined	Orange	24.9%	Higher
Two or More	3	*	*	*	*	21.6%	*	3	*	*	*	*	16.2%	*	14	14.3%	--	--	--	14.9%	--

Data Sources: California School Dashboard Research data files.

Animo Mae Jemison Charter Middle

Board District: 7 | Region: South | Location Code: 5217

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with ''–'' means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																						
	Dashboard 2023							Dashboard 2024							Dashboard 2025							
Student Group	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	506	1.6%	1.4	Increased	Yellow	3.5%	Lower	432	1.4%	-0.2	Maintained	Green	3.2%	Lower	475	1.9%	0.5	Increased	Yellow	2.9%	Lower	
African American/Black	106	1.9%	0.9	Increased	Yellow	8.8%	Lower	84	1.2%	-0.7	Declined	Green	8.4%	Lower	87	5.7%	4.6	Increased	Orange	7.7%	Lower	
English Learner	116	3.4%	3.4	Increased	Orange	3.7%	Lower	71	2.8%	-0.6	Declined	Green	3.4%	Lower	87	1.1%	-1.7	Declined	Green	3.2%	Lower	
Homeless Youth	35	0.0%	-1.8	Declined	Blue	6.5%	Lower	23	0.0%	0.0	Maintained	--	5.7%	--	38	0.0%	0.0	Maintained	--	5.1%	Lower	
Latino	389	1.5%	1.5	Increased	Yellow	3.8%	Lower	344	1.5%	-0.1	Maintained	Green	3.4%	Lower	364	1.1%	-0.4	Declined	Green	3.0%	Lower	
Long-Term English Learner	--	--	--	--	--	--	--	53	3.8%	0.0	Maintained	Yellow	8.1%	Lower	46	2.2%	-1.6	Declined	Green	7.0%	Lower	
Socioeconomically Disadvantaged	490	1.6%	1.4	Increased	Yellow	4.5%	Lower	402	1.5%	-0.1	Maintained	Green	4.0%	Lower	455	2.0%	0.5	Increased	Yellow	3.6%	Lower	
Students with Disabilities	70	4.3%	4.3	Increased	Orange	5.9%	Lower	61	4.9%	0.6	Increased	Orange	5.4%	Lower	71	1.4%	-3.5	Declined	Green	5.0%	Lower	
Two or More	5	*	*	*	*	3.3%	*	3	*	*	*	*	3.0%	*	17	0.0%	--	--	--	2.8%	--	

Data Sources: California School Dashboard Research data files.

Animo Mae Jemison Charter Middle

Board District: 7 | Region: South | Location Code: 5217

Local Indicators Report

Local Indicators - CA School Dashboard Indicator			
Priority	**2023 Dashboard**	**2024 Dashboard**	**2025 Dashboard**
Basic Services and Conditions (Priority 1)	Standard Met	Standard Met	Standard Met
Implementation of State Academic Standards (Priority 2)	Standard Met	Standard Met	Standard Met
Parent and Family Engagement (Priority 3)	Standard Met	Standard Met	Standard Met
School Climate (Priority 6)	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study (Priority 7)	Standard Met	Standard Met	Standard Met

Data Sources: California School Dashboard Local Indicators Research data files.

Animo Mae Jemison Charter Middle

Board District: 7 | Region: South | Location Code: 5217

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group									
	2023-2024			2024-2025			2025-2026		
Student Group	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	410	529,902	5,837,690	441	516,685	5,806,221	408	497,105	5,731,260
F/R Meal	92.9%	80.6%	61.6%	95.9%	81.9%	62.7%	98.0%	82.2%	62.4%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A	0.0%	14.1%	N/A
English Learner	14.9%	20.1%	18.4%	18.4%	18.6%	17.4%	15.0%	16.4%	16.2%
Foster Youth	0.7%	0.6%	0.5%	0.5%	0.5%	0.5%	0.2%	0.5%	0.5%
Homeless Youth	6.1%	2.1%	3.6%	6.3%	2.7%	4.0%	5.9%	2.4%	3.8%
Socioeconomically Disadvantaged	94.1%	81.3%	62.7%	96.4%	82.4%	63.6%	98.3%	82.7%	63.1%
Students w/ Disabilities	12.7%	14.8%	13.7%	14.3%	15.6%	14.2%	14.5%	16.4%	14.8%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%	0.5%	0.3%	0.8%
African American/Black	18.3%	7.3%	4.9%	19.7%	7.1%	4.9%	19.6%	7.2%	4.8%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.2%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.0%	3.4%	9.9%	0.0%	3.3%	10.1%	0.2%	3.3%	10.3%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%	0.0%	1.7%	2.2%
Latino	79.3%	73.8%	56.1%	79.1%	73.6%	56.1%	77.5%	72.9%	56.0%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%	0.0%	0.1%	0.4%
White	1.0%	9.8%	20.3%	0.5%	9.7%	20.0%	1.7%	9.7%	19.7%
Two or More Races	1.0%	2.0%	4.6%	0.5%	2.1%	4.8%	1.0%	2.2%	4.9%
Not Reported	0.5%	1.8%	1.1%	0.0%	2.2%	1.2%	0.0%	2.7%	1.3%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp

Animo Mae Jemison Charter Middle

Board District: 7 | Region: South | Location Code: 5217

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.

	2023-2024						2024-2025						2025-2026					
	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	30	13.8%	15,302	6.5%	211,186	10.6%	30	12.4%	13,052	5.9%	198,853	10.4%	27	12.4%	10,142	4.9%	174,300	9.5%
At-Risk 4-5 Years	0	0.0%	15,717	6.7%	136,188	6.8%	3	1.2%	11,406	5.2%	115,009	6.0%	2	0.9%	11,109	5.4%	113,143	6.2%
EL 0-3 Years	2	0.9%	60,574	25.7%	519,651	26.0%	17	7.1%	57,726	26.1%	516,862	26.9%	11	5.0%	48,131	23.5%	467,800	25.6%
EL 4+ Years & Not At-Risk or LTEL	29	13.3%	14,725	6.2%	207,768	10.4%	31	12.9%	13,775	6.2%	178,306	9.3%	21	9.6%	11,946	5.8%	170,621	9.3%
EL Total	61	28.0%	106,318	45.0%	1,074,793	53.8%	81	33.6%	95,959	43.3%	1,009,030	52.6%	61	28.0%	81,328	39.7%	925,864	50.7%
RFEP	157	72.0%	129,789	55.0%	924,422	46.2%	160	66.4%	125,465	56.7%	909,298	47.4%	157	72.0%	123,618	60.3%	900,560	49.3%
Total Ever EL	218	100.0%	236,107	100.0%	1,999,215	100.0%	241	100.0%	221,424	100.0%	1,918,328	100.0%	218	100.0%	204,946	100.0%	1,826,424	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesltel.asp

Animo Mae Jemison Charter Middle

Board District: 7 | Region: South | Location Code: 5217

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						2025-2026					
	School			Los Angeles Unified			School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	410			529,902			441			516,685			408			497,105		
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**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**	**# of SWD**	**% of Total SWD**	**% of Total Enrollment**
Total SWD Enrollment	53	100.0%	12.9%	78,319	100.0%	14.8%	63	100.0%	14.3%	80,505	100.0%	15.6%	59	100.0%	14.5%	81,470	100.0%	16.4%
High Incidence	44	83.0%	10.7%	52,153	66.6%	9.8%	54	85.7%	12.2%	52,412	65.1%	10.1%	51	86.4%	12.5%	51,757	63.5%	10.4%
Low Incidence	9	17.0%	2.2%	26,162	33.4%	4.9%	9	14.3%	2.0%	28,084	34.9%	5.4%	8	13.6%	2.0%	29,702	36.5%	6.0%
Autism	7	13.2%	1.7%	18,713	23.9%	3.5%	7	11.1%	1.6%	20,802	25.8%	4.0%	6	10.2%	1.5%	22,739	27.9%	4.6%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%	0	0.0%	0.0%	10	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%	0	0.0%	0.0%	172	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%	0	0.0%	0.0%	964	1.2%	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%	0	0.0%	0.0%	1	0.0%	0.0%
Hard of Hearing	1	1.9%	0.2%	971	1.2%	0.2%	2	3.2%	0.5%	931	1.2%	0.2%	1	1.7%	0.2%	903	1.1%	0.2%
Intellectual Disability	1	1.9%	0.2%	3,393	4.3%	0.6%	0	0.0%	0.0%	3,381	4.2%	0.7%	1	1.7%	0.2%	3,259	4.0%	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%	0	0.0%	0.0%	1,043	1.3%	0.2%
Other Health Impairment	10	18.9%	2.4%	10,930	14.0%	2.1%	13	20.6%	2.9%	11,596	14.4%	2.2%	7	11.9%	1.7%	12,092	14.8%	2.4%
Orthopedic Impairment	0	0.0%	0.0%	533	0.7%	0.1%	0	0.0%	0.0%	434	0.5%	0.1%	0	0.0%	0.0%	405	0.5%	0.1%
Specific Learning Disability	28	52.8%	6.8%	29,615	37.8%	5.6%	36	57.1%	8.2%	29,368	36.5%	5.7%	40	67.8%	9.8%	28,727	35.3%	5.8%
Speech or Language Impairment	6	11.3%	1.5%	11,608	14.8%	2.2%	5	7.9%	1.1%	11,448	14.2%	2.2%	4	6.8%	1.0%	10,938	13.4%	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%	0	0.0%	0.0%	59	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%	0	0.0%	0.0%	158	0.2%	0.0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Attachment C

Animo Mae Jemison CharterMiddle

Resident Schools Data Set

Academic Performance Medians- Math

Math (Grades 3-8 and Grade 11) Academic Indicator Medians - 2023 Dashboard						
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)**
Animo Mae Jemison Charter Middle	N/A	All Students	424	Red	-116.7	
Resident Schools	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Comparison (DFS)**
Animo Legacy Charter Middle	N/A	All Students	836	Red	-128.7	Higher
Charles Drew Middle	16%	All Students	573	Orange	-138.8	Higher
Edwin Markham Middle	N/A	All Students	556	Red	-139.5	Higher
Samuel Gompers Middle	N/A	All Students	363	Red	-123.8	Higher
Resident Schools Median	**N/A**	**All Students**	**2,328**	**Red**	**-133.8**	**Higher**

Data Sources: California School 2023 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

Animo Mae Jemison Charter Middle Math (Grades 3-8 and Grade 11) Academic Indicator Medians - 2023 Dashboard							
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	**424**	**Red**	**-116.7**	**2,328**	**Red**	**-133.8**	**Higher**
Black or African American	86	Orange	-148.1	536	Orange	-161.9	Higher
Latino	331	Orange	-109.6	1,707	Red	-124.0	Higher
English Learner	118	Orange	-135.2	766	Red	-161.7	Higher
Socioeconomically Disadvantaged	410	Red	-117.0	2,282	Red	-134.1	Higher
Students with Disabilities	55	Orange	-170.6	452	Orange	-181.0	Higher

Data Sources: California School 2023 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

N/A: No Gifted/Highly Gifted Magnet program within the school.

Math (Grades 3-8 and Grade 11) Academic Indicator Medians - 2024 Dashboard						
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)**
Animo Mae Jemison Charter Middle	N/A	All Students	383	Orange	-113.0	
Resident Schools	**Percent of Students Enrolled in Magnet Gifted (If Applicable)**	**Student Group**	**Number of Students with Scores**	**Resident Schools Median Color**	**Resident Schools Median (DFS)**	**Charter to Resident Comparison (DFS)**
Animo Legacy Charter Middle	N/A	All Students	873	Red	-136.6	Higher
Charles Drew Middle	16%	All Students	559	Orange	-130.1	Higher
Edwin Markham Middle	N/A	All Students	561	Orange	-133.3	Higher
Samuel Gompers Middle	N/A	All Students	357	Red	-127.9	Higher
Resident Schools Median	**N/A**	**All Students**	**2,350**	**Orange**	**-131.7**	**Higher**

Data Sources: California School 2024 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

Animo Mae Jemison Charter Middle Math (Grades 3-8 and Grade 11) Academic Indicator Medians - 2024 Dashboard							
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	**383**	**Orange**	**-113.0**	**2,350**	**Orange**	**-131.7**	**Higher**
Black or African American	71	Orange	-133.0	566	Orange	-162.8	Higher
Latino	310	Red	-108.3	1,717	Red	-126.7	Higher
English Learner	119	Red	-134.4	869	Orange	-148.4	Higher
Long-Term English Learner	47	Red	-156.3	329	Red	-175.7	Higher
Socioeconomically Disadvantaged	360	Orange	-111.6	2,287	Orange	-131.5	Higher
Students with Disabilities	51	Red	-170.2	431	Orange	-175.5	Higher

Data Sources: California School 2024 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

N/A: No Gifted/Highly Gifted Magnet program within the school.

Math (Grades 3-8 and Grade 11) Academic Indicator Medians - 2025 Dashboard						
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)**
Animo Mae Jemison Charter Middle	N/A	All Students	406	Red	-123.1	
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)**
Animo Legacy Charter Middle	N/A	All Students	796	Orange	-118.1	Lower
Charles Drew Middle	16%	All Students	512	Red	-128.8	Higher
Edwin Markham Middle	N/A	All Students	551	Orange	-123.2	Higher
Samuel Gompers Middle	N/A	All Students	327	Orange	-121.1	Lower
Resident Schools Median	**N/A**	**All Students**	**2,186**	**Orange**	**-122.2**	**Lower**

Data Sources: California School 2025 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

Animo Mae Jemison Charter Middle Math (Grades 3-8 and Grade 11) Academic Indicator Medians - 2025 Dashboard							
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	**406**	**Red**	**-123.1**	**2,186**	**Orange**	**-122.2**	**Lower**
Black or African American	66	Red	-167.6	487	Orange	-142.1	Lower
Latino	320	Red	-112.0	1,598	Orange	-113.8	Higher
English Learner	151	Red	-139.6	860	Orange	-136.8	Lower
Long-Term English Learner	41	Red	-180.0	264	Orange	-170.2	Lower
Socioeconomically Disadvantaged	392	Red	-123.5	2,134	Orange	-123.0	Lower
Students with Disabilities	62	Red	-189.4	440	Orange	-162.2	Lower

Data Sources: California School 2025 Dashboard Research data files. 2025-2026 Resident Schools used for comparison.

N/A: No Gifted/Highly Gifted Magnet program within the school.

Attachment D

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)
ÁNIMO MAE JEMISON CHARTER MIDDLE
BOARD OF EDUCATION REPORT 078 – 26/27
October 13, 2026

I. Category of Proposed Action:
The proposed action would renew the charter for five (5) years, beginning July 1, 2027 until June 30, 2032 to serve up to 540 students in grades 6-8 in each year of the charter term.

II. Summary Description of Current District Practice:
Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:
The approval of this charter petition would renew the charter of Ánimo Mae Jemison Charter Middle for five (5) years beginning July 1, 2027 until June 30, 2032.

IV. Effects of This Proposal:
The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:
If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services. Student Integration Services provided feedback for the charter petition to ensure compliance.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:
Imelda Phillips
IMELDA P. PHILLIPS, Ed. D.
Specialist
Charter Schools Division

APPROVED BY:
KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

Board of Education Report

File #: 004-26/27, **Version:** 1 **Agenda Date:** 10/13/2026
In Control: Charter Schools Division

13 Charter Schools Public Hearing
Charter School Division

Brief Description:
Magnolia Science Academy 6 (Board District 1, Region West, Middle Performing) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 300 students (current enrollment 155) in grades 6-8with a proposed term of 2027-2032 and a proposed location of 745 S. Wilton Place, Los Angeles, CA 90005.

Anahuacalmecac International University Preparatory of North America (Board District 2, Region East, High Performing) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 500 students (current enrollment 244) in grades TK-12 with a proposed term of 2027-2034 and a proposed location of 1) 4736 Huntington Dr. South, Los Angeles, 90032; 2) 4990 Huntington Dr. South, Los Angeles, 90032; 3) 4970 Huntington Dr. South, Los Angeles, 90032.

PUC Milagro Charter (Board District 2, Region East, High Performing) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 300 students (current enrollment 272) in grades TK-5 with a proposed term of 2027-2034 and a proposed location of 1855 N. Main St., Los Angeles, CA 90031.

Magnolia Science Academy 7 (Board District 3, Region North, Middle Performing) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 300 students (current enrollment 269) in grades TK-5 with a proposed term of 2027-2032 and a proposed location of 18355 Roscoe Blvd., Northridge, CA 91325.

PUC Inspire Charter Academy (Board District 6, Region North, Middle Performing) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 360 students (current enrollment 238) in grades 6-8 with a proposed term of 2027-2032 and a proposed location of 12550 Van Nuys Blvd., Pacoima, CA 91331.

PUC Lakeview Charter Academy (Board District 6, Region North, Middle Performing) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 350 students (current enrollment 338) in grades 6-8 with a proposed term of 2027-2032 and a proposed location of 11465 Kagel Canyon St., Lake View Terrace, CA 91342.

PUC Nueva Esperanza Charter Academy (Board District 6, Region North, Middle Performing) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 360students (current enrollment 358) in grades 6-8 with a proposed term of 2027-2032 and a proposed location of 1218 N. 4th St., San Fernando, CA 91340.

PUC Triumph Charter Academy and PUC Triumph Charter High (Board District 6, Region North, Middle Performing) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 800 students (current enrollment 805) in grades 6-12 with a proposed term of 2027-2032 and a proposed location of 13361 Glenoaks Blvd., Sylmar, CA 91342.

PUC Community Charter Elementary (Board District 6, Region North, High Performing) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 300 students (current enrollment 295) in grades TK-5 with a proposed term of 2027-2034 and a proposed location of 14019 Sayre St., Sylmar, CA 91342.

PUC Community Charter Middle and PUC Community Charter Early College High (Board District 6, Region North, High Performing) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 820 students (current enrollment 787) in grades 6-12 with a proposed term of 2027-2034 and a proposed location of 11500 Eldridge Ave., Lake View Terrace, CA 91342.

NEW Academy (Operating two (2) LAUSD-authorized charter schools) Consideration of the level of support for the material revision of the two (2) NEW Academy, LAUSD-authorized charter schools, to reduce the number of board members from 9 to 5. The two (2) NEW Academy LAUSD-authorized charter schools combined serve 809 students in grades TK-5 in Board Districts 2 and 3 in Regions East and North. The proposed change would go into effect upon approval by the LAUSD Board of Education, contingent upon NEW Academy Schools meeting all applicable requirements.

LIST OF CHARTER PETITIONS FOR PUBLIC HEARING – NEW AND RENEWAL

BOARD OF EDUCATION MEETING
OCTOBER 13, 2026

	PETITION NAME	TYPE OF CHARTER	PROP. 39 (Y/N)	PERFORMANCE CATEGORY (H/M/L[1])	ACTION TYPE	BD	REGION	ADDRESS(ES)	GRADE LEVELS	NORM ENORLLMENT	PROPOSED # OF STUDENTS	TERM PROPOSED (By Petitioner*)
1.	Magnolia Science Academy 6	Start-Up Independent	Y	M	Renewal	1	W	745 S. Wilton Place Los Angeles, CA 90005	6-8	155	300	2027-2032
2.	Anahuacalmecac International University Preparatory of North America	Start-Up Independent	N	H	Renewal	2	E	1) 4736 Huntington Dr. South, Los Angeles, 90032 2) 4990 Huntington Dr. South, Los Angeles, 90032 3) 4970 Huntington Dr. South, Los Angeles, 90032	TK-12	244	500	2027-2034
3.	PUC Milagro Charter	Start-Up Independent	N	H	Renewal	2	E	1855 N. Main St., Los Angeles, CA 90031	TK-5	272	300	2027- 2034
4.	Magnolia Science Academy 7	Start-Up Independent	N	M	Renewal	3	N	18355 Roscoe Blvd., Northridge, CA 91325	TK-5	269	300	2027-2032
5.	PUC Inspire Charter Academy	Start-Up Independent	N	M	Renewal	6	N	12550 Van Nuys Blvd., Pacoima, CA 91331	6-8	238	360	2027- 2032
6.	PUC Lakeview Charter Academy	Start-Up Independent	N	M	Renewal	6	N	11465 Kagel Canyon St., Lake View Terrace, CA 91342	6-8	338	350	2027- 2032
7.	PUC Nueva Esperanza Charter Academy	Start-Up Independent	N	M	Renewal	6	N	1218 N. 4th St., San Fernando, CA 91340	6-8	358	360	2027 –2032

[1] H = High, M = Middle, L = Low

	PETITION NAME	TYPE OF CHARTER	PROP. 39 (Y/N)	PERFORMANCE CATEGORY (H/M/L[1])	ACTION TYPE	BD	REGION	ADDRESS(ES)	GRADE LEVELS	NORM ENORLLMENT	PROPOSED # OF STUDENTS	TERM PROPOSED (By Petitioner*)
8.	PUC Triumph Charter Academy and PUC Triumph Charter High	Start-Up Independent	N	M	Renewal	6	N	13361 Glenoaks Blvd., Sylmar, CA 91342	6-12	805	800	2027-2032
9.	PUC Community Charter Elementary	Start-Up Independent	N	H	Renewal	6	N	14019 Sayre St., Sylmar CA 91342	TK-5	295	300	2027- 2034
10.	PUC Community Charter Middle and PUC Community Charter Early College High	Start-Up Independent	N	H	Renewal	6	N	11500 Eldridge Ave., Lake View Terrace CA 91342	6-12	787	820	2027- 2034

LIST OF CHARTER PETITIONS FOR PUBLIC HEARING – MATERIAL REVISIONS

BOARD OF EDUCATION MEETING
OCTOBER 13, 2026

	CHARTER ORGAMIZATION OR CHARTER SCHOOL NAME	TYPE OF CHARTER	PROP. 39 (Y/N)	PERFORMANCE CATEGORY (H/M/L)	ACTION TYPE	BD	REGION	ADDRESS	PROPOSED CHANGE	NORM ENROLLMENT	PROPOSED IMPLEMENTATION YEAR
1.	CMO: NEW Academy School Name: 1) N.E.W. Academy Canoga Park 2) N.E.W. Academy of Science and Arts	1) Start-Up Independent 2) Start-Up Independent	1) No 2) No	1)M 2)M	Material Revision	1)3 2)2	1)N 2)E	1) 21425 Cohasset, Canoga Park, CA 91303 2) 4 sites: a) 379 S. Loma Dr., Los Angeles, CA 90017 b) 345 S. Columbia Ave., Los Angeles, CA 90017 c) 375 S. Columbia Ave., Los Angeles, CA 90017 d) 303 S. Loma Dr., Los Angeles, CA 90017	Amend governance provisions to reduce the number of board members from 9 to 5.	1) 415 2) 394	2026-2027

File #: Res-012-26/27, **Version:** 1 **Agenda Date:** 10/13/2026
In Control: Board of Education

Ms. Griego -Promoting Tolerance, Embracing Inclusion and Establishing School Policies to Address Hate Speech (Res-012-26/27) (For Action November 10, 2026)

Whereas, In 1996, the United Nations General Assembly proclaimed November 16th as International Tolerance Day affirming that tolerance recognizes the universal human rights and freedom of others through respect, acceptance and appreciation of the rich diversity of our world's culture and promote a culture of peace;

Whereas, The Los Angeles Unified School District (District) is dedicated to fostering a safe, respectful and inclusive environment for students, staff, and parents, regardless of race, ethnicity, religion, gender identity, sexual orientation, or any other characteristics;

Whereas, The District values, celebrates and recognizes the diversity of our student body, staff and broader community;

Whereas, The District acknowledges the historical and ongoing harms caused by racism, white supremacy, anti-Blackness, and other forms of discrimination, and recognizes its responsibility to actively address these harms within our schools;

Whereas, The District recognizes that acts of hate can foster conflict, division, and unsafe school environments and, therefore, affirms the importance of actively opposing all forms of hate speech, bigotry, racial discrimination, xenophobia, gender discrimination, intolerance, and acts of extremism;

Whereas, The Human Relations Diversity and Equity department (HRDE) provides bullying prevention, healthy relationships, and LGBTQ+ supports and resources throughout the District to build safe and affirming learning and working environments for all students, staff and families;

Whereas, The District requires that all staff complete an annual online Implicit/Unconscious Bias Training;

Whereas, The District has a dedicated Commission on Human Relations which functions as a conduit between the community and the Governing Board of the Los Angeles Unified School District;

Whereas, The District annually participates in the United Against Hate campaign by holding schoolwide assemblies, signing anti-hate pledges, and recording messages for the greater school community among other activities;

Whereas, In May of 2026, the Board unanimously supported the *Wellness Without Silos: Advancing Student Wellness Through Integrated School Culture and Wellness Teams and Expanded Professional Learning* resolution, which integrates and strengthens collaboration between school-based teams focused on addressing school climate, student wellness and safety;

Whereas, The District's Strategic Plan prioritizes creating welcoming learning environments where students feel safety and a sense of belonging;

Whereas, The proliferation of anti-immigrant rhetoric, antisemitism, islamophobia and persistent anti-LGBTQ+ and anti-Black rhetoric and discrimination have contributed to increased incidents of hate speech, harassment, bias, and hate crimes targeting marginalized communities;

Whereas, the latest Los Angeles Hate Crimes Report documented 1,355 hate crime incidents in Los Angeles County for 2024, representing the second highest ever in the 44-year history of this report;

Whereas, The report further documented an increase of hate crimes taking place at K-12 schools and colleges and universities 139 to 147, accounting for 11% of all hate crimes, which is the highest count ever documented in the report;

Whereas, The California Healthy Kids Survey, collected biennially from students in public schools across the state, reported that many students reported experiencing bias-related harassment or bullying across surveyed grades, including 39% of 7th graders, 26% of 9th graders and 21% of 11th graders;

Whereas, School sites have some flexibility to tailor professional development to address the needs of their school community; and

Whereas, Local School Site Councils have the freedom to develop and pass their own school site specific Hate Speech Policy to address hate speech and foster an inclusive school environment; now, therefore be it

Resolved, That Los Angeles Unified School District recommits to actively promoting and advancing diversity, equity, cultural understanding, and inclusion throughout its schools; fostering safe, welcoming, and respectful learning environments; and recognizing and upholding the inherent dignity and worth of every person;

Resolved further, That District rejects all forms of hate speech and intolerance and will proactively address incidents of when harmful language occurs, prioritizing learning, accountability, reflection, repair, and growth, while maintaining clear behavioral expectations and consequences when speech is used to demean, intimidate, or harm;

Resolved further, That the District provides every school with professional development and resources to address bias-related bullying and harassment, including but not limited to, trainings developed by the Black Student Achievement Plan (BSAP) office and HRDE department;

Resolved further, That schools be provided the tools, resources and guidance to develop their own school site level Hate Speech Policy approved and supported by the Local School Site Council or other school-level leadership committee/council;

Resolved further, That every school, without a current Hate Speech Policy in place, shall develop and implement its own Hate Speech Policy that ensures school personnel are trained, and equipped to interrupt, respond and report hate speech incidents. The policy shall include Tier 1, 2 and 3 strategies to address hate speech:

- Tier 1: Providing training, professional development and education for all teachers, staff, and students,

with schoolwide and classroom prevention strategies that promote respect, inclusion, belonging, and safe learning environments;
- Tier 2: Establishing clear, restorative classroom and school-based strategies for responding to hate speech, including immediate intervention, support for impacted students, and opportunities for reflection and restoration;
- Tier 3: Establishing appropriate accountability practices and interventions for repeated or serious incidents utilizing restorative, supportive, and disciplinary responses;

Resolved further, That the District consider using the Student School Experience Survey to better understand the extent of the issue of hate speech in our school campuses by directly incorporating questions related to how students and staff experience hate speech on campus, and, be it finally;

Resolved, That the District will provide an implementation plan for this resolution no later than March 2027, and shall ensure that all TK-12 grade schools have a Hate Speech Policy in place by the spring semester of the 2027-2028 school year.

,

Los Angeles Unified School District

333 S. Beaudry Ave., Los Angeles, CA 90017
1208 Magnolia Ave., Gardena, CA 90247
9945 Laurel Canyon Blvd., Pacoima, CA 91331

Board of Education Report

File #: Rep-161-26/27, **Version:** 1 **Agenda Date:** 10/13/2026
In Control: Board of Education

Adoption of Selected Board Bylaws
Office of the Board Secretariat

Brief Description:
(Adoption of Selected Board Bylaws) Recommends adoption of the following Board bylaws and Board policies:

Bylaw 9000, Role of the LAUSD Board of Education
Bylaw 9005, Governance Standards
Bylaw 9200, Limits of Board Member Authority
Policy 2000, Concepts and Roles
Policy 2110, Superintendent Responsibilities and Duties

Action Proposed:
(Adoption of Selected Board Bylaws) Recommends adoption of the following Board bylaws and Board policies:

Bylaw 9000, Role of the LAUSD Board of Education
Bylaw 9005, Governance Standards
Bylaw 9200, Limits of Board Member Authority
Policy 2000, Concepts and Roles
Policy 2110, Superintendent Responsibilities and Duties

Background:
The Board of Education is in the process of reviewing, amending, and editing its bylaws and policies. A board bylaw is a rule the Board uses to govern and control its own operations (as opposed to the operations of the District). Board Policies are statements the Board adopts for District wide implementation by the Superintendent.

Currently the Board of Education and the District are reviewing, amending, and categorizing all Board bylaws and Board policies. The ad hoc Committee on Board Governance has convened, discussed, and now offers the above stated bylaws and policies for adoption.

Board bylaws and policies are recommended for approval in a piecemeal fashion as opposed to a single tranche so as to not delay the project. The rules adopted today will have full force and effect and become operative once the Board has approved the entire 9000 series of bylaws (these are the rules that the Board uses to govern itself). The ongoing board policy project is expected to be completed sometime in late 2027 or early 2028.

Expected Outcomes:
Ongoing progress towards full implementation of updated Board bylaws and Board Policies.

Board Options and Consequences:
The Board may elect to take this report and the relevant proposed bylaws and policies for a first reading and take no action at this time. The Board may alternatively decide to debate and adopt the rules as proposed and/or may make amendments in real time. If the Board decides to never act on approval of the proposed bylaws and policies, the existing Board rules will remain in full force and effect.

Policy Implications:
Positive policy implications insofar as once the adoption of bylaws and policies is completed and approved, the District will have a public facing compilation of all policies that are easily searchable by staff and the public. Transparency, clarity, and compliance efforts in regard to LAUSD policy will be amplified.

Budget Impact:
Full adoption, cataloging and posting in an easily searchable online database will streamline operations and compliance efforts.

Student Impact:
Enter Text

Issues and Analysis:
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Attachments:
- Attachment A: Bylaw 9000, Role of the LAUSD Board of Education
- Attachment B: Bylaw 9005, Governance Standards
- Attachment C: Bylaw 9200, Limits of Board Member Authority
- Attachment D: Policy 2000, Concepts and Roles
- Attachment E: Policy 2110, Superintendent Responsibilities and Duties

Submitted:
10/13/26 Click or tap here to enter text.

Policy 2000: Concepts And Roles

Status: DRAFT

Original Adopted Date: 09/01/1989 **| Last Revised Date:** 07/01/2006

The Governing Board recognizes that district administration performs essential roles and functions in support of student learning, including the provision of instructional support and services to schools as well as the responsible management of noninstructional operations. The Superintendent or designee may make decisions concerning district operations within the parameters of law and Board policy.

The Superintendent shall provide leadership in developing administrative regulations and organizational structures, decision-making processes, and staff action plans that allow the district to fulfill its vision and goals. The Board also expects the Superintendent to help shape the culture and environment of the district in a manner that focuses district operations on enhancing student achievement, encourages positive relationships within the community, and instills confidence in district schools.

The Board and Superintendent shall work together as a team in the exercise of district governance. The Board and Superintendent shall establish protocols that describe how the governance team will operate, including, but not limited to, agreements regarding Board meeting operations and communications between the Superintendent and the Board.

Because the Superintendent is the most influential~~only~~ district employee who is directly selected and evaluated by the Board, the Board has a responsibility to ensure that the Superintendent possesses the skills and attributes that best meet the needs of the district.

The Board and Superintendent shall agree upon a system for evaluating the Superintendent, including the evaluation criteria, method, evaluation instrument, process, and timeline.

The Superintendent may delegate to other district staff any duties imposed upon him/her by the Board. This delegation shall not relieve the Superintendent of responsibility for actions taken by his/her designees.

Policy 2110: Superintendent Responsibilities And Duties

Status: DRAFT

Original Adopted Date: 10/01/1994 **| Last Revised Date:** 05/01/2026 **| Last Reviewed Date:** 08/19/2026

The Governing Board desires to establish a productive and collaborative working relationship with the Superintendent and to ensure that the work of the Superintendent is focused on student learning, achievement, and well-being, and the attainment of the district's vision and goals. Additionally, the Board desires to provide a fair basis for holding the Superintendent accountable. The responsibilities of the Superintendent are detailed in law, in the Superintendent's contract, and throughout Board policies and administrative regulations.

The Board shall set expectations and goals for the Superintendent at the beginning of every evaluation year.

As the chief executive officer of the district, the Superintendent shall implement all Board decisions, including Board resolutions, and manage all instructional and noninstructional operations. Additionally, the Superintendent serves as a member of the district's governance team and has responsibilities to support Board operations and decision-making.

The Superintendent may delegate any of the Superintendent's responsibilities and duties to other district staff, but remains accountable to the Board for all areas of operation under the Superintendent's authority.

The Superintendent shall complete ethics training in accordance with Government Code 53234-53235.2 at least once every two years. (Government Code 53235)

If the Superintendent begins service with the district after January 1, 2026, the Superintendent is required to receive ethics training no later than six months from the first day of service with the district, and at least once every two years thereafter. (Government Code 53235.1)

The district shall maintain records of ethics training, which are public records subject to disclosure under the California Public Records Act, for at least five years after the Superintendent received the training. The district shall post on its website clear instructions and contact information for the purpose of requesting these records. (Government Code 53235.2)

Bylaw 9000: Role Of The Board

Status: DRAFT - USE DISTRICT

Original Adopted Date: 02/01/1997 **| Last Reviewed Date:** 02/01/1997

The purpose of the Board of Education of Los Angeles Unified School District is to act in the best interest of the students and the District's stakeholders to ensure the District achieves positive student outcomes for its students in accordance with the District Mission and Vision.

The Members of the Board have been elected by the communities to provide leadership, policy-making and citizen oversight of the policies and practices that affect the students, families and schools within the jurisdiction of the Los Angeles Unified School District. The Board shall ensure that the District is fair and equitable in the district's response to the values, beliefs and priorities of each community within the District and in the allocation of all resources available to the District.~~The Governing Board has been elected by the community to provide leadership and citizen oversight of the district. The Board shall ensure that the district is responsive to the values, beliefs, and priorities of the community.~~

The Board shall work with the Superintendent to fulfill its major responsibilities, which include:

1. Setting the direction for the district through a process that involves the community, parents/guardians, students, and staff and is focused on student learning, ~~and~~ achievement and wellness.~~a~~
2. Establishing an effective and efficient organizational structure for the district by:
    a. Employing the Superintendent and setting policy for hiring of other personnel
    b. Overseeing the development and adoption of policies
    c. Establishing academic expectations and adopting the curriculum and instructional materials
    d. Establishing budget priorities and adopting the budget
    e. Providing safe, adequate facilities that support the district's instructional program
    f. Developing the vision and s~~S~~etting parameters for negotiations with employee organizations and ratifying collective bargaining agreements
3. Providing support to the Superintendent and staff as they carry out the Board's direction by:
    a. Establishing and adhering to standards of responsible governance
    b. Making decisions and providing resources that support district priorities and goals
    c. Upholding Board policies
    d. Being knowledgeable about district programs and efforts in order to serve as effective spokespersons
4. Ensuring accountability to the public for the performance of the district's schools by:
    a. Evaluating the Superintendent and setting policy for the evaluation of other personnel
    b. Monitoring and evaluating the effectiveness of policies
    c. Serving as a judicial (hearing) and appeals body in accordance with law, Board policies, and negotiated agreements including but not limited to student expulsions and employee dismissals~~i~~

d. Monitoring student achievement and program effectiveness and requiring program changes as necessary

e. Monitoring and adjusting district finances

f. Monitoring the collective bargaining process

5. Providing community leadership and advocacy on behalf of students, the district's educational program, and public education in order to build support within the local community and at the state and national levels

The Board is authorized to establish and finance any program or activity that is not in conflict with, inconsistent with, or preempted by law. (Education Code 35160)

RULES FOR THE OPERATION OF THE BOARD OF EDUCATION~~The purpose of the Board of Education of Los Angeles Unified School District is to act in the best interest of the students and the District's stakeholders to ensure the District achieves positive student outcomes for its students in accordance with the District Mission and Vision.The Members of the Board have been elected by the communities to provide leadership, policy making and citizen oversight of the policies and practices that affect the students, families and schools within the jurisdiction of the Los Angeles Unified School District. The Board shall ensure that the District is fair and equitable in the district's response to the values, beliefs and priorities of each community within the District and in the allocation of all resources available to the District.~~

The Board shall govern lawfully, observing the principles of good governance, with an emphasis on its goals and while encouraging a diversity of viewpoints.

Board development shall include orientation of new Board members in the Board's Governance Policies. The Board shall continue to discuss process policy improvements as needed.

The Board shall actively encourage and seek the input and opinions of stakeholders on many issues, and on policies under consideration.

~~Board Role and Responsibilities include:~~

1. ~~Adopting and communicating a mission and vision, focusing on how most effectively to achieve positive outcomes for students, creating a link between the students and the LAUSD Board;~~

2. ~~Engaging their respective communities in developing the common vision for the District focused on learning, achievement, and social development ;~~

3. ~~Representing the needs of all students;~~

4. ~~Operating openly, with trust and integrity;~~

5. ~~Providing adequate resources to schools, particularly those serving students from low and very low income neighborhoods;~~

6. ~~Evaluating the Superintendent on an annual basis based on mutually agreed upon criteria ;~~

7. ~~Evaluating the performance on an annual basis based on mutually agreed upon criteria of the Executive Officer of the Board, the Inspector General, and the Executive Director of the Independent Analysis Unit.~~

~~(Added 09-03-19 Reg Bd Bd Rpt 360 Amendment Attachment E)~~

Bylaw 9005: Governance Standards

Status: DRAFT - EXEC - TO DISCUSS

Original Adopted Date: 07/01/1984 | **Last Revised Date:** 09/01/2025 | **Last Reviewed Date:** 09/01/2025

The Governing Board expects itself to act in the best interests of every student in the district within the legal confines established by law and the fiscal confines established by the budget. The Board shall govern the district responsibly and uphold the highest standards of ethical conduct.

In order to set the direction for the district, provide a high quality education to each student, ensure proper accountability and oversight of the district and the Superintendent, and offer community leadership on behalf of the district and public education, the Board expects itself to have a unity of purpose and to:

1. Keep the district focused on learning and achievement for all students
2. Develop and communicate a common vision that has as its primary focus learning and achievement for all students.~~Communicate a common vision~~
3. Operate openly, with trust and integrity
4. Govern in a dignified and professional manner, treating everyone with civility and respect, and shall understand the implications of demeanor and behavior.~~Govern in a dignified and professional manner, treating everyone with civility and respe~~ct
5. Govern within Board-adopted policies and procedures
6. Take collective responsibility for the Board's performance
7. Periodically evaluate its own effectiveness
8. Ensure opportunities for the diverse range of views in the community to inform Board deliberations

In fulfilling its role, the Board is responsible for:

1. Involving the community, parents/guardians, students, and staff in regularly developing or updating a common vision for the district focused on learning and achievement and responsive to the needs of all students
2. Adopting and updating policies consistent with law and the district's vision and goals
3. Maintaining accountability for student learning by adopting curricula and monitoring student progress
4. Hiring and supporting the Superintendent so that the vision, goals, and policies of the district can be implemented
5. Conducting regular and timely evaluations of the Superintendent based on the vision, goals, and performance of the district, and ensuring that the Superintendent holds district personnel accountable
6. Adopting a fiscally responsible budget based on the district's vision and goals, and regularly monitoring the fiscal health of the district
7. Ensuring that a safe and appropriate educational environment is provided to all students
8. Establishing a framework for the district's collective bargaining process and adopting responsible agreements
9. Providing community leadership on educational issues and advocating on behalf of students and public education at the local, state, and federal levels

In addition, each individual Board member is expected to:

1. Keep learning and achievement for all students as the primary focus

2. Value, support, and advocate for public education

3. Recognize and respect differences of perspective and style on the Board and among staff, students, parents/guardians, and the community

4. Act with dignity, and understand the implications of demeanor and behavior
5. ~~Board Members shall b~~Be properly prepared for Board deliberation.
6. ~~Members shall c~~Consider discussion and public~~citizen~~ comment at publicly held meetings when making policy decisions and shall make policy decisions keeping in mind the interests of all the District's students.

7. Keep confidential matters confidential

8. Participate in professional development and commit the time and energy necessary to be an informed and effective leader

9. Understand the distinctions between Board and staff roles, and refrain from performing management functions that are the responsibility of the Superintendent and staff.
10. Govern within Board adopted policies and procedures and shall respect the role of the Superintendent of Schools as chief executive of the Los Angeles Unified School District. Nothing in this section limits the rights of the Members to follow-up with the Superintendent to see that their constituents' concerns are addressed.

11. Understand that authority rests with the Board of Education as a whole and not with individuals, which includes a Board Member's interaction with the Superintendent, with the public, the press and any other entities.~~that authority rests with the Board as a whole and not with individuals~~
12. ~~Members shall a~~Abide by the District's Conflict of Interest and Ethics Codes.
13. ~~Board Members shall c~~Communicate to other Board Members and the Superintendent expressions of public reaction to Board policies and school programs.
14. ~~Members shall u~~Use objective judgment in voting on procurement awards and shall not attempt to influence contract awards nor release staff's award recommendations to the public until such recommendations are made public.

~~**106. BOARD MEMBERS PROFESSIONAL GOVERNANCE STANDARDS**Board Members shall abide by the following standards of governance:~~

A. Members shall develop and communicate a common vision that has as its primary focus learning and achievement for all students.

B. Members shall operate openly, with trust and integrity.

C. Members shall govern in a dignified and professional manner, treating everyone with civility and respect, and shall understand the implications of demeanor and behavior.

D. Members shall understand that authority rests with the Board of Education as a whole and not with individuals, which includes a Board Member's interaction with the Superintendent, with the public, the press and any other entity.

E. Members shall govern within Board adopted policies and procedures and shall respect the role of the Superintendent of Schools as chief executive of the Los Angeles Unified School District. Nothing in this section limits the rights of the Members to follow-up with the Superintendent to see that their constituents' concerns are addressed.

F. Members shall abide by the District's Conflict of Interest and Ethics Codes.

G. Members shall keep confidential matters confidential.

H. Members shall consider discussion and citizen comment at publicly held meetings when making policy decisions and shall make policy decisions keeping in mind the interests of all the District's students.

I. Board Members shall communicate to other Board Members and the Superintendent expressions of public reaction to Board policies and school programs.

J. Members shall use objective judgment in voting on procurement awards and shall not attempt to influence contract awards nor release staff's award recommendations to the public until such recommendations are made public.

K. Board Members shall be properly prepared for Board deliberation.

(Adopted 1-28-03)
(Amended Action 09-03-19 Reg Bd Bd Rpt 360 Amendment Attachment E)

Supporting Documents

LAUSDEmployeeCodeofEthics

LOS ANGELES UNIFIED SCHOOL DISTRICT
Code of Ethics

Adopted: 9/98; Revised: 12/00, 2/03, 5/26

Preamble
At the Los Angeles Unified School District (LAUSD), our mission is *to ensure that all our students graduate READY FOR THE WORLD*. Our success depends on our teamwork, trust and commitment. Our Code of Ethics is intended to help us achieve success by setting common expectations and increasing trust, commitment and teamwork within LAUSD, and between LAUSD and the community. To help us achieve our mission, we are committed to three core ethical principles:

- Commitment to Excellence
- District and Personal Integrity
- Responsibility

Our goal is to create a culture that fosters trust, commitment to excellence and responsibility, personal and institutional integrity, and avoids conflicts of interest and appearances of impropriety in LAUSD decision-making.

1. Application and Enforceability
The Code of Ethics applies to all LAUSD personnel including Board Members, collectively referred to in the Code of Ethics as "LAUSD Officials." Provisions of this Code of Ethics are supported by State law, and LAUSD Board and Personnel Commission Rules, regulations, bulletins and collective bargaining agreements. Violations of this Code of Ethics may result in administrative or disciplinary action under those laws, rules, regulations, bulletins and agreements.

2. Making Ethical Decisions
While the Code of Ethics provides general guidance, it does not provide a complete listing or a definitive answer to every possible ethical situation. When making decisions, we should use good judgment to fulfill the spirit as well as the letter of the Code of Ethics. When making decisions:

- Evaluate the situation and identify the ethical issues.
- Follow the rules. Consult the Code of Ethics, laws, regulations and LAUSD bulletins, policies and procedures, and apply them to the situation.
- Ask for guidance from your supervisor. If your supervisor is involved in the problem, contact his or her supervisor, or the Ethics Office for help. Ask for help early—before you act.
- Make and carry out a decision that is consistent with the rules and develops excellence, integrity and responsibility.

3. Contacting the Ethics Office
For advice, help, training, or more information on LAUSD's ethics program visit our website or contact us directly.

LAUSD Ethics Office
333 S. Beaudry Ave., 18th Floor
Los Angeles, CA 90017
T: 213-241-3330
F: 213-241-3319
https://www.lausd.org/ethics
AskEthics@lausd.net

4. Commitments and Expectations
To achieve our mission of educating students, we strive to create a culture that fosters trust and focuses on excellence. Our goal is to develop a culture that is personally fulfilling, supports ethical decision-making, and provides an environment where hard work, creativity and innovation are the norm. To succeed, we must have the same expectations and vision about how we will practice our commitment to the Code of Ethics in our everyday work.

5. Building Workplace Excellence
We are committed to being the best school district and personnel we can be, educating our students to their maximum potential. Everything we do has an impact on the classroom.

A. *Set the Example* – We are committed to providing the best example we can, striving to demonstrate excellence, integrity and responsibility in our work.

B. *Create an Environment of Trust, Respect and Non-Discrimination* – We are committed to creating an environment of trust, care and respect. We will not tolerate discriminatory or harassing behavior of students or colleagues.

C. *Provide Honest, Accurate and Timely Information* – We are committed to candor in our work relationships, providing other LAUSD personnel including supervisors, senior staff and Board Members with accurate, reliable and timely information. We will not tolerate falsification or cheating.

D. *Identify Problems and Help Create Solutions* – We are committed to identifying areas for improvement within LAUSD, and suggesting and implementing solutions that make us more successful.

6. Business Integrity
As stewards of public tax dollars, it is the responsibility of every LAUSD Official to ensure that LAUSD decision-making is conducted free from bias and influence. LAUSD Officials are committed to conducting business in a manner that enhances public trust and confidence in the integrity of LAUSD's decision-making processes.

A. *Objectivity* – LAUSD Officials should make decisions based solely on objective criteria and free from outside influence, making contract award recommendations in the best interest of LAUSD. LAUSD Officials that have an actual or appearance of a conflict of interest should immediately recuse themselves from the decision-making process and notify their LAUSD supervisor, the Procurement Services Division or Ethics Office of their actual or potential conflict.

B. *Cone of Silence* – In accordance with LAUSD's Contractor Code of Conduct, from the time an RFP, specification or other contract document is announced until the staff recommendation is made public (the contract's board report is published by the Executive Officer of the Board of Education), LAUSD Officials will not have contact concerning the contract with contractors participating in the process or their representatives. Further, LAUSD Officials outside of the contracting process shall not seek information from our attempt to influence other LAUSD Officials managing the contracting process during the Cone of Silence.

C. *Confidentiality in Contracting* – To reinforce public trust and confidence in our procurement processes, we are committed to ensuring that procurement information is kept confidential, used only in the performance of our duties, and not released early to potential contractors.

D. *Relationships with Contractors or Partners* – We are committed to reporting gross mismanagement, significant waste of funds, abuse of authority, threats to safety, violations of our Contractor Code of Conduct, laws, rules, regulations, bulletins, policies and procedures, or other conduct that damages our integrity or reputation, to our supervisor, the Ethics Office or the Office of the Inspector General.

E. *Lobbying Disclosure* – Prior to scheduling meetings with an outside organization/individual, LAUSD Officials should refer the organization/individual to the Ethics Office to determine if the organization/individual is or should register with LAUSD's Lobbying Disclosure Program. The registration of lobbyists and the disclosure of their activities promotes transparency in LAUSD decision-making, fostering the public's trust and confidence in LAUSD.

7. Conflicting Interests
To maintain our integrity, we are committed to making decisions in the best interests of LAUSD. We will avoid conflicts of interest and the appearance of impropriety, understanding that public perception of our actions is just as important as the actions themselves. Even lawful or well-intended actions may undermine public trust if they create an appearance of favoritism, bias, or impropriety.

A. *Financial Conflicts of Interest* – A conflict of interest can exist anytime our position or decisions provide us a personal financial benefit or improper advantage. We will not make decisions or use our position for personal benefit or to gain an improper advantage.

B. *Appearance of Impropriety* – LAUSD Officials must conduct themselves in a manner that promotes public trust and confidence in the impartiality and integrity of LAUSD. LAUSD Officials will avoid any actions, relationships, or decisions that could reasonably be perceived by a member of the public as improper, unethical, or self-serving.

C. *Disclosure and Disqualification* – It is the responsibility of an LAUSD Official to promptly disclose in writing to their LAUSD supervisor or the Ethics Office any actual, potential or perceived conflict of interest in their LAUSD decision-making as soon as they become aware of it. Further, the LAUSD Official should remove themselves from the decision-making process until receiving guidance from the Ethics Office or the Office of the General Counsel.

D. *Improper Influence* – We are committed to abstaining from decisions that could result in a direct benefit to a close relative or co-habitant including, but not limited to, hiring, promotion, discipline, evaluation or direct supervisor.

8. Employment Concerns

To ensure that all LAUSD Officials maintain the highest standards of integrity, impartiality, and accountability, outside employment or activities that could impact their official duties are prohibited.

A. *Outside Employment or Activities* – We are permitted to receive outside income or participate in uncompensated activities as long as they do not create a conflict with our LAUSD work. We are committed to declining outside income or uncompensated activities that might be perceived as inconsistent, incompatible or in conflict with our official duties. Before accepting outside employment or uncompensated activity, in accordance with LAUSD policy, a LAUSD Official must disclose in writing and receive approval from their LAUSD supervisor.

B. *LAUSD Affiliation* – LAUSD Officials may not use their official LAUSD title or affiliation to promote personal outside employment or activities, whether or not compensation is received. LAUSD Officials should ensure that any messaging related to their outside employment or activities does not include any express or implied endorsements related to LAUSD.

C. *Post LAUSD Employment* – In order to prevent conflicts of interest, LAUSD Officials are not permitted to discuss the possibility of future employment with a person or organization that might benefit from their official decisions. In accordance with LAUSD's Contractor Code of Conduct, Contractors are required to disclose all personnel, consultants and sub-contractors who were LAUSD Officials in the previous three years. LAUSD will not contract with a contractor who compensates a former LAUSD Official to influence an action on a matter pending with LAUSD if that employee, within the last twelve (12) months, held a LAUSD position in which the employee personally and substantially participated in that matter. LAUSD will not contract with a contractor that employs a former LAUSD Official who, while serving in a LAUSD position within the last two years, substantially participated in the development of the contract's RFP, requirements, specifications or in any other part of the contracting process. No former LAUSD Official is permitted to lobby LAUSD for one year after leaving LAUSD. We are committed to avoiding discussions about future employment with people or organizations who can benefit from our decisions, and will not take or influence official actions that might benefit that person or organization.

D. *Uphold LAUSD Interests* – We are committed to hiring and promoting LAUSD personnel based on their qualifications and the job-criteria of the position and will not tolerate improper practices.

9. Gifts and Travel

LAUSD Officials shall not accept gifts, travel, or other items of value that could influence—or appear to influence—their official duties, or that could create a conflict of interest or the appearance of impropriety in their decision-making.

A. *Observe Gift Limits* **–** A gift is a benefit we receive for which we did not pay. Gifts can include merchandise, food, tickets, use of facilities, investments, rebates or discounts not offered to the public, or forgiveness of debt from vendors, lobbyists, parents, students or others. We will not accept gifts or gratuities in excess of the State of California's gift limit from a single source in a single year (aggregate retail value) or that give the appearance that the

gift improperly influenced our decisions regardless of the amount. We will not solicit vendors, lobbyists, parents or others for anything that provides us a personal benefit different from the public.

B. *Gifts from Contractors* – For LAUSD Officials in the Procurement Services Division, there is zero-tolerance for gifts from LAUSD vendors. This prohibition is extended to gifts or travel payments from contractors to LAUSD Officials participating in a contracting process under the Cone of Silence.

10. Proper Use of Resources

LAUSD Officials are entrusted with public resources and must use them responsibly and lawfully. The misuse or unauthorized use of public resources is strictly prohibited.

A. *Public Resources* – Except for occasional and limited personal use that does not interfere with performance of duties or create an appearance of impropriety, we are committed to ensuring that LAUSD facilities, equipment, supplies, mailing lists or other LAUSD resources are used for LAUSD purposes only. Except for occasional and limited personal use, we will not tolerate improper use of public resources, and will report and reimburse LAUSD for significant costs of any limited personal use.

B. *LAUSD Time* – We are committed to ensuring that LAUSD Officials are tasked to perform only LAUSD work on LAUSD working-time. We will not direct or permit LAUSD Officials to perform personal services on LAUSD working time and will report such incidents to a LAUSD supervisor, Ethics Office or Office of the Inspector General.

C. *Public Position* – We are committed to ensuring that our power and authority are used in an appropriate, positive manner that enhances the public interest and trust. We will not use our authority to improperly influence people or obtain preferential treatment.

D. *Confidentiality* – To achieve excellence, LAUSD Officials, parents and students must be able to discuss issues frankly, and when appropriate, in confidence. We are committed to abiding by all laws and LAUSD policies concerning confidential information, including student records, personnel files, agreements, and District records and policies. We will not reveal confidential information, including meeting content and the sources of comments, from staff, faculty, parents and closed Board of Education meetings.

11. Reporting Responsibilities and Waivers

LAUSD Officials have an ethical obligation to report known or suspected violations of the law, regulations, policies, or ethical standards, including fraud, waste, abuse, or other misconduct. Prompt and honest reporting is essential to maintaining public trust and ensuring the integrity of LAUSD.

A. *Relationships with Students* – We are committed to ensuring that LAUSD Official-student relationships are positive, professional and non-exploitative. We will not tolerate improper LAUSD Official-student relationships.

B. *Improper Conduct* – When someone does well, it reflects well on all of us. When we make a mistake, we strive to correct it and learn from it. We are committed to reporting gross mismanagement, significant waste of funds, abuse of authority, threats to safety, violations of our Code of Ethics, laws, rules, regulations, bulletins, policies and procedures, or other conduct that damages our integrity or reputation, to our LAUSD supervisor, the Ethics Office or Office of the Inspector General.

C. *Retaliation* – We are committed to creating a work environment where problems can be reported and solved. We are prohibited from threatening, harassing, punishing or retaliating against LAUSD Officials who make good faith complaints.

D. *Waivers* – The LAUSD General Superintendent or his/her designee upon a showing of good cause may waive an ethics prohibition in writing with notification to the Board of Education.

Bylaw 9200: Limits Of Board Member Authority

Status: DRAFT

Original Adopted Date: 02/01/1994 | **Last Revised Date:** 05/01/2026 | **Last Reviewed Date:** 05/01/2026

The Governing Board recognizes that the Board is the unit of authority over the district and expects individual Board members to conduct themselves in accordance with Board Bylaw 9000 - Role of the Board and Board Bylaw 9005 - Governance Standards.
Unless agreed to by the Board as a whole, an individual Board member possesses no authority to direct staff, represent the Board or the district, or exercise administrative responsibility with respect to the schools.

Additionally, individual Board members do not have the authority to investigate, resolve, or otherwise actively engage with community members with respect to complaints, personnel or student matters, or legal issues. Any Board member who receives a communication regarding such a topic shall forward the communication to or otherwise inform the Superintendent, Regional Superintendent or Cabinet member~~Board president~~, as appropriate, who shall respond or otherwise follow-up, as needed. The Board member shall not respond substantively to the communication beyond acknowledging receipt and explaining the limits of the Board member's authority. It shall be the responsibility of the Superintendent or Board president to inform the Board or place the topic on a future Board agenda.

Individual Board members are permitted to engage with community members, including responding to general inquiries or expressions of opinion. Such engagement shall be consistent with Board policies and bylaws such as Board Bylaw 9010 - Public Statements and Board Bylaw 9012 - Board Member Electronic Communications, and may not purport to represent the position of the Board.

Requests for information by an individual Board member shall be submitted to the Superintendent.

A Board member may observe and/or volunteer in a school or classroom, including in the school or classroom in which the Board member's child is enrolled, in accordance with Board Policy/Administrative Regulation 1240—Volunteer Assistance and Board Policy/Administrative Regulation 5020 - Parent Rights and Responsibilities. Prior to observing or volunteering, a Board member shall inform the principal or designee~~Superintendent~~. Additionally, a Board member who is present on district property or at district programs or activities is expected to be aware of the role and limits on authority as a Board member.

A Board member who chooses to observe or volunteer shall do so in a manner that does not disrupt school operations. Any questions or concerns regarding operational or personnel matters shall be directed to the Superintendent, Regional Superintendent, Cabinet member or designee. Any questions or concerns specific to the Board member's child may be directed to appropriate site staff. If a question or concern is both specific to the Board member's child and involves operational or personnel matters, the Board member shall collaborate with the Superintendent or designee to determine whether the Board member shall direct the question or concern to site staff or whether the responsibility to investigate or resolve the question or concern, if necessary, lies with the Superintendent or designee.