

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

SPECIAL BOARD MEETING ORDER OF BUSINESS

Including Closed Session Items

333 South Beaudry Avenue, Board Room
1208 Magnolia Avenue, Gardena, CA 90247
12:00 p.m., Tuesday, December 3, 2024

Roll Call

Public Comment

Providing Public Comment

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

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

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

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

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

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

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

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

The Office of the Inspector General would like to remind you that they investigate the misuse of LAUSD funds and resources as well as retaliation for reporting any misconduct. Anyone can make a report via the OIG hotline on their website (<https://www.lausd.org/oig>), by telephone at 213-241-7778, or 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 ([Granicus stream](#) or [join the zoom webinar](#)) (2) by telephone by calling 1-888-475-4499 (Toll Free) and entering the Meeting ID: **879 7060 8197**, or (3) in person.

New Business for Action

1. Board of Education Report No. 120 – 24/25 **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for Math and Science College Preparatory) Recommends approval of the renewal petition for Math and Science College Preparatory, located in Board District 1 and Region West, for five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 532 students in grades 9-12 in each year of the charter term.
2. Board of Education Report No. 121 – 24/25 **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for Stella Elementary Charter Academy) Recommends approval of the renewal petition for Stella Elementary Charter Academy (“Charter School”), located in Board District 1 and Region West, for five (5) years, beginning July 1, 2025, until June 30, 2030, to serve 479 students in grades TK-4 in each year of the charter term.

Miscellaneous Business

3. Receipt of the correspondence entitled Update on Conditional Approvals (Middle Performing Charter Schools) [022-24/25]

CLOSED SESSION ITEMS (Purpose and Authority)

4. Conference with Labor Negotiators (Government Code Section 54957.6)

Negotiator: Dr. Murphy
Employee Organizations:

Associated Administrators of Los Angeles
California School Employees Association
Los Angeles County Building and Construction Trades Council
Los Angeles School Police Association
Los Angeles School Police Management Association
Service Employees International Union, SEIU Local 99

Teamsters
United Teachers Los Angeles
District Represented Employees and Contract Management Personnel

Negotiator: Ms. Navera Reed
Unrepresented Employees:

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#calendar73805/20241218/event/74066>

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

TAB 1



Board of Education Report

File #: Rep-120-24/25, **Version:** 1

Approval of the Renewal Petition for Math and Science College Preparatory [PUBLIC HEARING] December 3, 2024 Charter Schools Division

Action Proposed:

Approve the renewal petition for Math and Science College Preparatory (“Charter School”), located in Board District 1 and Region West, for five (5) years, beginning July 1, 2025 until June 30, 2030, to serve up to 532 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:

Math and Science College Preparatory is a 9-12 school currently serving 558 students on a private facility in Los Angeles at 3202 W. Adams Blvd., Los Angeles, CA, 90018 in Board District 1 and Region West. Math and Science College Preparatory was originally approved by the LAUSD Board of Education on February 7, 2012. On October 23, 2016, the charter school was renewed for a five-year term to serve 532 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 Math and Science College Preparatory expires June 30, 2025.

On September 4, 2024, Math and Science College Preparatory 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 December 3, 2024.

An initial Public Hearing was held on October 22, 2024.

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

Due Diligence:

Current Math and Science College Preparatory governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A due diligence review of the charter school and its governing organization, school leader, and financial manager, was performed by the Office of the Inspector General.

Statutory Framework and Criteria for Renewal:

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

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

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

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

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

Expected Outcomes:

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

Board Options and Consequences:

"Yes" - If the Board adopts the recommendation of approval of the renewal charter petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2025.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal charter petition, Charter School would not be authorized to continue operations as a charter school. The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 120, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of Charter School renewal petition.

Policy Implications:

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

Budget Impact:

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

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

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

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

Student Impact:

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

Equity Impact:

Not applicable

Issues and Analysis:

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

Attachments:

Attachment A - Staff Assessment and Recommendation Report
Attachment B - Math and Science College Preparatory Data Set
Attachment C - Math and Science College Preparatory RSM Data
Attachment D - Desegregation Impact Statement

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

[<https://drive.google.com/drive/folders/1atar0aHWzTKAyJfceBmKCCoOudfVAm8g?usp=sharing>](https://drive.google.com/drive/folders/1atar0aHWzTKAyJfceBmKCCoOudfVAm8g?usp=sharing)

Informatives:


Not applicable


Submitted:

10/30/24

RESPECTFULLY SUBMITTED,

APPROVED & PRESENTED BY:



ALBERTO M. CARVALHO
Superintendent


VERONICA ARREGUIN
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:

APPROVED & PRESENTED BY:


DEVORA NAVERA REED
General Counsel


JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division

___ Approved as to form.

REVIEWED BY:


NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

___ Approved as to budget impact statement.

ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT

RENEWAL PETITION

Board of Education Report 120-24/25
December 3, 2024

School Name:	Math and Science College Preparatory			BOARD IS REQUIRED TO TAKE ACTION BY: December 3, 2024
Type of Charter School:	Start-Up Independent Charter School			
Charter Operator	STEM Preparatory Schools, Inc.			
Location Code:	7674			
Type of Site(s):	Private			
Site Address(es):	3202 W. Adams Blvd., Los Angeles, CA 90018			
Board District(s):	1	Region(s):	West	
Grade Levels Served:	9-12	Current Enrollment:	558	
Grade Levels Authorized in Current Charter:	9-12	Approved Enrollment in Current Charter:	532	
CONSIDERATION:	Renewal			
CDE PERFORMANCE CATEGORY: (PER CDE'S 2024 CLASSIFICATION)	Middle Performing			
STAFF RECOMMENDATION:	Approval for a five (5)-year term (2025-2030)			
PROPOSED BENCHMARKS:	None			

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Math and Science College Preparatory (“Charter School”), located in Board District 1 and Region West, for a term of five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 532 students in grades 9-12 in each year of the charter term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)

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

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

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

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

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

Charter Petition Requirement:

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

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

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

III. GENERAL SCHOOL INFORMATION

A. School History

	Math and Science College Preparatory
Initial Authorization:	On February 7, 2012, Math and Science College Preparatory was authorized by the LAUSD Board of Education to serve 500 students in grades 9-12.
Most Recent Renewal	<p>The charter was renewed on October 18, 2016, for a five-year term (July 1, 2017 - June 30, 2022) to serve up to 532 students in grades 9-12.</p> <p>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 Math and Science College Preparatory expires June 30, 2025.</p>

	Math and Science College Preparatory
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Math and Science College Preparatory submitted its renewal petition application on September 4, 2024. The 90-day statutory timeline for Board action on the petition runs through December 3, 2024.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Math and Science College Preparatory implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Math and Science College Preparatory participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Math and Science College Preparatory is operated by STEM Preparatory Schools, Inc., a California nonprofit public benefit corporation that also operates two other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

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

The charter school's Distance from Standard (DFS) was lower than the state in Math on the California School Dashboard. Math and Science College Preparatory did not submit verified data for consideration. A further analysis showed that the charter school's performance was higher when compared to the performance of the Resident Schools Medians in both 2022 and 2023 in Math. Please see the attached Math and Science College Preparatory data sets.

b. Measurements of Academic Performance on the California School Dashboard

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

Math and Science College Preparatory Dashboard Indicators

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

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

Note: N/A indicates Not Available

c. English Language Arts Indicator

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

Math and Science College Preparatory - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Medium	2.4	Low	-12.2	Higher
Latino	Met	Medium	5.0	Low	-38.6	Higher
Socioeconomically Disadvantaged	Met	Medium	0.6	Low	-41.4	Higher

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

Math and Science College Preparatory - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Green	16.8	14.4	Orange	-13.6	Higher
Latino	Met	Green	15.2	10.2	Orange	-40.2	Higher
Socioeconomically Disadvantaged	Met	Green	16.3	15.7	Orange	-42.6	Higher

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

d. Math Indicator

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

To continue increasing student outcomes in Math, charter school leaders report increasing the consistency of teachers implementing digital curricular assessments. They also report calibrating written response rubrics and implementing the Interim Comprehensive Assessment (ICA) as a mid-year evaluation. This approach aims to facilitate targeted instruction for individuals and small groups.

Math and Science College Preparatory - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Low	-107.0	Low	-51.7	Lower
Latino	Met	Low	-104.5	Low	-83.4	Lower
Socioeconomically Disadvantaged	Met	Low	-106.6	Low	-84.0	Lower

Data Sources: CA School Dashboard Research Files

Math and Science College Preparatory - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Yellow	-97.2	9.8	Orange	-49.1	Lower
Latino	Met	Yellow	-97.7	6.7	Orange	-80.8	Lower
Socioeconomically Disadvantaged	Met	Yellow	-98.5	8.1	Yellow	-80.8	Lower

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

e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's Status Level of Very Low was lower than the state's Status Level of Medium. The charter school's English Learner Progress Rate was lower than the state's rate. In 2023 on the ELPI, the charter school's performance color of Green was higher than the state's color of Yellow. The charter school's English Learner Progress Rate was lower than the state's rate.

Math and Science College Preparatory - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Very Low	34.8%	Medium	50.3%	Lower

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

Math and Science College Preparatory - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Green	48.6%	13.8%	Yellow	48.7%	Lower

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

f. College/Career Indicator

The College/Career Academic Indicator was not reported on the 2022 Dashboard. In 2023, the charter school's Status Level of Medium for All Students was higher than the state's Status Level of Medium. The charter school's percentage of students prepared was higher than the state for both numerically significant student groups.

Math and Science College Preparatory - College/Career Indicator - 2022-2023

Student Group	Charter Level	Charter Prepared	State Level	State Prepared	Charter to State Comparison
All Students	Medium	51.6%	Medium	43.9%	Higher
Latino	Medium	53.4%	Medium	35.5%	Higher
Socioeconomically Disadvantaged	Medium	51.6%	Medium	35.4%	Higher

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

g. Chronic Absenteeism Indicator

Not applicable

h. Graduation Indicator [HS only]

In 2022 and 2023, the charter school's percentage of graduated students was higher than the state for All Students and for all numerically significant student groups. Math and Science College Preparatory students must meet A-G requirements with a grade of "C-" or better.

i. Suspension Rate Indicator

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

j. Dashboard Local Indicators

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

k. Reclassification Rates

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

l. Additional Information

This charter school was selected for the 2024 California Distinguished Schools Program.

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

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

a. Governance

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

b. Student Achievement and Educational Performance

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

c. Organizational Management, Programs, and Operations

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

d. Fiscal Operations

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

VI. VERIFIED DATA

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

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

Math and Science College Preparatory did not submit verified data for consideration as part of its renewal application.

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

Based on the charter school's performance on California School Dashboard in Math, staff conducted a further analysis of Math in comparison to the Resident Schools Median (RSM).¹ As indicated in the tables below, when comparing the school to the RSM, Math and Science College Preparatory's data indicates that its student performance on California School Dashboard in 2022 and 2023 was higher than the RSM for All Students and for all numerically significant student groups in Math.

Resident Schools Analysis

Math and Science College Preparatory 2021-2022 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of Students with Scores	Charter Status Level	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Status Level	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	126	Low	-107.0	4,234	Very Low	-167.75	Higher
Latino	119	Low	-104.5	3,306	Very Low	-166.70	Higher
Socioeconomically Disadvantaged	118	Low	-106.6	3,856	Very Low	-168.40	Higher

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

Math and Science College Preparatory 2022-2023 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	126	Yellow	-97.2	4,995	Orange	-144.0	Higher
Latino	114	Yellow	-97.7	3,968	Orange	-136.8	Higher
Socioeconomically Disadvantaged	122	Yellow	-98.5	3,443	Orange	-145.5	Higher

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

VIII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Math and Science College Preparatory's fiscal condition is positive and has been upward trending since the 2019-2020 fiscal year.

	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Unaudited Actuals)
Net Assets	\$3,102,394	\$5,773,306	\$6,464,188	\$6,539,522	\$7,340,716
Net Income/Loss	\$450,445	\$2,670,912	\$690,882	\$75,334	\$801,194
Transfers In/Out	\$0	\$0	\$0	\$0	\$0

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.

	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Unaudited Actuals)
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Norm Enrollment*	526	528	531	539	535

*The Norm Enrollment reported by Math and Science College Preparatory for Fiscal Year 2024-2025 is 558. CSD staff will continue to monitor Charter School's enrollment in accordance with established procedures, and will take appropriate actions to ensure Charter School's alignment with the approved capacity.

- b. 2022-2023 Independent Audit Report
 Audit Opinion: Unmodified/Unqualified
 Material Weaknesses: None Reported
 Deficiencies/Findings: None Reported
 Lack of a Going Concern: None Reported

- c. Other Significant Fiscal Information

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

STEM Preparatory Schools, Inc.					
Source: Independent Audit Report for the Year Ending June 30, 2023					
# of Charter Schools		<u>Including</u> related parties and charter schools		<u>Excluding</u> related parties and charter schools	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
3	3	\$11,791,490	(\$373,778)	\$269,786	\$52,780

According to STEM Preparatory School, Inc. and its 2022-2023 annual independent audit report, the net loss reported in the consolidated financial statements for Fiscal Year 2022-2023 was primarily attributed to non-cash depreciation expenses of real estate assets, amounting to \$566,188 and \$158,503, respectively, for properties owned by 3200 Adams LLC and 1374 W. 35th LLC (other STEM Preparatory Schools, Inc. related entities). Without these depreciation expenses, STEM Preparatory School, Inc. would have reported net income for Fiscal year 2022-2023.

ATTACHMENT B

Math and Science College Preparatory

Academic Performance - English Language Arts

This report shows the performance levels for a single state indicator, English Language Arts, for all student groups. It also shows how the current year (status, DFS) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
RG	BD	Location Code	School	Student Group	2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison
W	1	7674	Math and Science College Preparatory	All Students	126	2.4	Medium	-12.2	Low	Higher	126	Green	16.8	14.4	Increased	Orange	-13.6	-1.4	Maintained	Higher
				American Indian or Alaska Native	0	--	--	-49.3	Low	--	0	--	--	--	--	Orange	-47.9	2	Maintained	--
				Asian	0	--	--	63	Very High	--	0	--	--	--	--	Blue	61.8	-1.2	Maintained	--
				Black or African American	*	-	No Performance Level	-57.7	Low	--	*	No Color	--	--	No Change Level	Orange	-59.6	-2	Maintained	--
				English Learner	28	-84.0	No Performance Level	-61.2	Low	--	27	No Color	-91.7	-7.7	Declined	Orange	-67.7	-6.5	Declined	--
				Filipino	0	--	--	42.9	High	--	*	No Color	--	--	No Change Level	Green	44	1.1	Maintained	--
				Foster Youth	0	--	--	-85.6	Very Low	--	0	--	--	--	--	Red	-89.2	-2.5	Maintained	--
				Homeless Youth	0	--	--	-62.9	Low	--	*	No Color	--	--	No Change Level	Orange	-67.9	-5	Declined	--
				Latino	119	5.0	Medium	-38.6	Low	Higher	114	Green	15.2	10.2	Increased	Orange	-40.2	-1.7	Maintained	Higher
				Native Hawaiian or Pacific Islander	0	--	--	-29.1	Low	--	*	No Color	--	--	No Change Level	Orange	-32.5	-3.4	Declined	--
				Socioeconomically Disadvantaged	118	0.6	Medium	-41.4	Low	Higher	122	Green	16.3	15.7	Increased Significantly	Orange	-42.6	-1.2	Maintained	Higher
				Students with Disabilities	15	-110.2	No Performance Level	-97.3	Very Low	--	13	No Color	-60.7	53.2	Increased Significantly	Red	-96.3	1.8	Maintained	--
				Two or More Races	0	--	--	25.1	High	--	0	--	--	--	--	Green	24.3	-0.8	Maintained	--
				White	0	--	--	21.9	High	--	0	--	--	--	--	Green	20.8	-1.2	Maintained	--

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

	ELA Participation Rate By Student Group													
	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 *	99%	--	--	100%	100%	--	--	--	99%	--	99%	93%	--	--
Participation Rate Met 2022 *	Yes	--	--	Yes	Yes	--	--	--	Yes	--	Yes	No	--	--
Percent of students tested in 2023	100%	--	--	100%	100%	100%	--	100%	100%	100%	100%	100%	--	--
Participation Rate Met 2023	Yes	--	--	Yes	Yes	Yes	--	Yes	Yes	Yes	Yes	Yes	--	--

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

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

Data Sources: California School Dashboard Research data files 2023

Math and Science College Preparatory

Academic Performance - Math

This report shows the performance levels for a single state indicator, Mathematics, for all student groups. It also shows how the current year (status, DFS) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
RG	BD	Location Code	School	Student Group	School 2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	School 2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison
W	1	7674	Math and Science College Preparatory	All Students	126	-107.0	Low	-51.7	Low	Lower	126	Yellow	-97.2	9.8	Increased	Orange	-49.1	2.6	Maintained	Lower
				American Indian or Alaska Native	0	--	--	-90.4	Low	--	0	--	--	--	--	Yellow	-87.3	4.6	Increased	--
				Asian	0	--	--	48.4	Very High	--	0	--	--	--	--	Blue	50.8	2.3	Maintained	--
				Black or African American	*	-	No Performance Level	-106.9	Very Low	--	*	No Color	--	--	No Change Level	Red	-104.5	2.6	Maintained	--
				English Learner	28	-164.8	No Performance Level	-92.0	Low	--	27	No Color	-184.9	-20.1	Declined Significantly	Orange	-93.4	-1.4	Maintained	--
				Filipino	0	--	--	2.7	High	--	*	No Color	--	--	No Change Level	Green	7.4	4.8	Increased	--
				Foster Youth	0	--	--	-126.3	Very Low	--	0	--	--	--	--	Red	-127.4	1.4	Maintained	--
				Homeless Youth	0	--	--	-101.8	Very Low	--	*	No Color	--	--	No Change Level	Red	-101.3	0.5	Maintained	--
				Latino	119	-104.5	Low	-83.4	Low	Lower	114	Yellow	-97.7	6.7	Increased	Orange	-80.8	2.6	Maintained	Lower
				Native Hawaiian or Pacific Islander	0	--	--	-71.3	Low	--	*	No Color	--	--	No Change Level	Orange	-71.3	0.0	Maintained	--
				Socioeconomically Disadvantaged	118	-106.6	Low	-84.0	Low	Lower	122	Yellow	-98.5	8.1	Increased	Yellow	-80.8	3.2	Increased	Lower
				Students with Disabilities	15	-170.3	No Performance Level	-130.8	Very Low	--	13	No Color	-207.8	-30.7	Declined Significantly	Orange	-127.3	5.5	Increased	--
				Two or More Races	0	--	--	-9.9	Medium	--	0	--	--	--	--	Yellow	-7.4	2.5	Maintained	--
				White	0	--	--	-13.4	Medium	--	0	--	--	--	--	Yellow	-11.1	2.3	Maintained	--

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

	Math Participation Rate By Student Group													
	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 **	99%	--	--	100%	100%	--	--	--	99%	--	99%	93%	--	--
Participation Rate Met 2022 *	Yes	--	--	Yes	Yes	--	--	--	Yes	--	Yes	No	--	--
Percent of students tested in 2023	100%	--	--	100%	100%	100%	--	100%	100%	100%	100%	100%	--	--
Participation Rate Met 2023	Yes	--	--	Yes	Yes	Yes	--	Yes	Yes	Yes	Yes	Yes	--	--

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

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

Data Sources: California School Dashboard Research data files 2023

Math and Science College Preparatory

English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

English Learner Progress Indicator - CA School Dashboard Indicator																				
RG	BD	Location Code	School	Student Group	2022 School			2022 State			2023 School				2023 State					
					Number of EL Students with a Performance Level in Both the Current and Prior Year	Percentage of English Learners making progress towards English proficiency	Status Level	Percentage of English Learners making progress towards English proficiency	Status Level	School to State ELPI Comparison	Number of EL Students with a Performance Level in Both the Current and Prior Year	School 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	State 2023 Change	State 2023 Change Level	School to State ELPI Comparison
W	1	7674	Math and Science College Preparatory	English Learner	66	34.8%	Very Low	50.3%	Medium	Lower	72	Green	48.6%	13.8%	Increased Significantly	Yellow	48.7%	-1.6%	Maintained	Lower

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

ELPAC Participation				
Year	Number of EL Student Enrolled	Number of EL Students Tested	Percent of EL Students Tested	Participation Rate Met
2022	68	68	100.0%	Yes
2023	72	72	100.0%	Yes

Note: Schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard).

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

Data Sources: California School Dashboard Research data files 2023

2022 Student English Language Acquisition Results		
The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.		
School		
Math and Science College Preparatory		State
ELs Who Progressed at Least One ELPI Level	34.8%	47.5%
ELs Who Maintained ELPI Level 4	0.0%	2.8%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	33.3%	31.4%
ELs Who Decreased at Least One ELPI Level	31.8%	18.3%

2023 Student English Language Acquisition Results		
The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.		
School		
Math and Science College Preparatory		State
ELs Who Progressed at Least One ELPI Level	48.6%	46.4%
ELs Who Maintained ELPI Level 4	0.0%	2.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	29.2%	32.7%
ELs Who Decreased at Least One ELPI Level	22.2%	18.6%

Math and Science College Preparatory

Academic Performance - College / Career

Graduates who meet specific College/Career Indicator (CCI) "prepared" criteria are include in the calculations of the CCI rate. For the 2023 Dashboard, the CCI will report the most current year data or "Status only". Therefore the CCI will have performance displayed using one of five Status levels that range between Very Low (lowest performance), Low, Medium, High, and Very High (highest performance). A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

College / Career Academic Indicator - CA School Dashboard Indicator										
RG	BD	Loc Code	School	Student Group	Number of Students with Scores	School 2023 percentage of prepared students	School 2023 Status Level	State 2023 percentage of prepared students	State 2023 Status Level	School to State CCI Comparison
W	1	7674	Math and Science College Preparatory	All Students	126	51.6%	Medium	43.9%	Medium	Higher
				American Indian or Alaska Native	0	--	--	26.5%	Low	--
				Asian	0	--	--	75.8%	Very High	--
				Black or African American	*	--	No Status Level	25.1%	Low	--
				English Learner	20	35.0%	Medium	15.3%	Low	--
				Filipino	0	--	--	65.2%	High	--
				Foster Youth	0	--	--	11.6%	Low	--
				Homeless Youth	*	--	No Status Level	20.4%	Low	--
				Latino	118	53.4%	Medium	35.5%	Medium	Higher
				Native Hawaiian or Pacific Islander	0	--	--	33.1%	Low	--
				Socioeconomically Disadvantaged	124	51.6%	Medium	35.4%	Medium	Higher
				Students with Disabilities	14	14.3%	Low	12.3%	Low	--
				Two or More Races	0	--	--	52.9%	Medium	--
				White	0	--	--	53.2%	Medium	--

Data Sources: California School Dashboard Research data files 2023.

Math and Science College Preparatory

Suspension Rate Indicator

This report shows the number of students who have an aggregate suspension of at least one full day. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. For most state indicators, the desired outcome is a high percentage of performance in the current year and an increase from the prior year. However, for the Suspension Rate indicator, the desired outcome is a low rate in the current year and a decline from the prior year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of suspension in 2022-23 than it did in 2021-22) or did worse (i.e., had a higher rate in 2022-23 than in 2021-22). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

Suspension Rate Indicator - CA School Dashboard Indicator																				
RG	BD	Location Code	School	Student Group	Number of Students	School 2022 Percentage of Students suspended at least once	School 2022 Status Level	State 2022 Percentage of Students suspended at least once	State 2022 Status Level	School to State Suspension Rate Percentage Comparison	Number of Students	School 2023 Performance level (color)	School 2023 Percentage of Students suspended at least once	School 2023 Change	School 2023 Change Level	State 2023 Performance level (color)	State 2023 Percentage of Students suspended at least once	State 2023 Change	State 2023 Change Level	School to State Suspensions Comparison
W	1	7674	Math and Science College Preparatory	All Students	539	0.2%	Very Low	3.1%	Medium	Lower	546	Blue	0.2%	0.0%	Maintained	Orange	3.5%	0.4%	Increased	Lower
				American Indian or Alaska Native	0	--	--	6.4%	High	--	11	No Color	0.0%	--	No Change Level	Orange	7.4%	1.0%	Increased	--
				Asian	*	--	No Performance Level	0.9%	Very Low	--	*	No Color	--	--	No Change Level	Green	1.1%	0.2%	Maintained	--
				Black or African American	45	2.2%	Medium	7.9%	High	Lower	34	Blue	0.0%	-2.2%	Declined	Red	8.8%	0.9%	Increased	Lower
				English Learner	75	0.0%	Very Low	3.2%	Medium	Lower	85	Yellow	1.2%	1.2%	Increased	Orange	3.7%	0.5%	Increased	Lower
				Filipino	*	--	No Performance Level	1.2%	Low	--	*	No Color	--	--	No Change Level	Green	1.3%	0.1%	Maintained	--
				Foster Youth	*	--	No Performance Level	12.4%	Very High	--	*	No Color	--	--	No Change Level	Red	13.6%	1.2%	Increased	--
				Homeless Youth	*	--	No Performance Level	5.5%	High	--	*	No Color	--	--	No Change Level	Orange	6.5%	1.0%	Increased	--
				Latino	489	0.0%	Very Low	3.3%	Medium	Lower	380	Green	0.3%	0.3%	Increased	Orange	3.8%	0.5%	Increased	Lower
				Native Hawaiian or Pacific Islander	0	--	--	4.5%	Medium	--	35	No Color	0.0%	--	No Change Level	Orange	4.9%	0.4%	Increased	Lower
				Socioeconomically Disadvantaged	511	0.2%	Very Low	4.0%	Medium	Lower	518	Blue	0.2%	0.0%	Maintained	Orange	4.5%	0.5%	Increased	Lower
				Students with Disabilities	60	1.7%	Medium	5.4%	High	Lower	67	Green	1.5%	-0.2%	Maintained	Orange	5.9%	0.5%	Increased	Lower
				Two or More Races	0	--	--	2.9%	Medium	--	*	No Color	--	--	No Change Level	Orange	3.3%	0.4%	Increased	--
				White	*	--	No Performance Level	2.6%	Medium	--	74	No Color	0.0%	--	No Change Level	Yellow	2.9%	0.2%	Maintained	Lower

Data Sources: California School Dashboard Research data files 2023

Math and Science College Preparatory

Graduation Rate Indicator

This report shows the combined four- and five-year graduation rate for comprehensive (or traditional) high schools and Dashboard Alternative School Status (DASS) schools. This rate is based on the number of high school students who graduate with a regular high school diploma in either four or five years. The 2023 Graduation Rate Indicator includes students from the most recent graduation cohort (Class of 2023) as well as students from the prior cohort (Class of 2022) who graduated in their fifth year of high school in 2022-23. Current and prior year data is compared to see whether a school made improvement (i.e., had a higher rate of graduation in 2023 than it did in 2022) or experienced a decline. Results will fall into one of five levels, ranging from "Increased Significantly" to "Declined Significantly." Combining current year data and its comparison with prior year data, will give a performance level (color). A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

Graduation Rate Indicator - CA School Dashboard Indicator																				
RG	BD	Location Code	School	Student Group	Number of Students	School 2022 Percentage of graduated students	School 2022 Status Level	State 2022 Percentage of graduated students	State 2022 Status Level	School to State Graduated Students Comparison	Number of Students	School 2023 Performance Level (color)	School 2023 Percentage of graduated students	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Percentage of graduated students	State 2023 Change	State 2023 Change Level	School to State Graduated Students Comparison
W	1	7674	Math and Science College Preparatory	All Students	117	97.4%	Very High	87.4%	Medium	Higher	127	Blue	99.2%	1.8%	Increased	Orange	86.4%	1.0%	Declined	Higher
				American Indian or Alaska Native	0	--	--	79.6%	Low	--	0	--	--	--	--	Orange	79.6%	-0.1%	Maintained	--
				Asian	0	--	--	95.2%	Very High	--	0	--	--	--	--	Green	94.5%	-0.7%	Maintained	--
				Black or African American	*	--	No Performance Level	79.5%	Low	--	*	No Color	--	--	No Change Level	Orange	78.5%	1.0%	Declined	--
				English Learner	16	100.0%	No Performance Level	73.3%	Low	--	20	No Color	100.0%	0.0%	Maintained	Orange	73.5%	0.2%	Maintained	--
				Filipino	0	--	--	95.5%	Very High	--	0	--	--	--	--	Green	94.7%	-0.8%	Maintained	--
				Foster Youth	0	--	--	64.1%	Very Low	--	0	--	--	--	--	Red	63.2%	-0.8%	Maintained	--
				Homeless Youth	*	--	No Performance Level	74.4%	Low	--	*	No Color	--	--	No Change Level	Orange	73.7%	-0.7%	Maintained	--
				Latino	106	98.1%	Very High	85.3%	Medium	Higher	118	Blue	100.0%	1.9%	Increased	Orange	84.2%	1.0%	Declined	Higher
				Native Hawaiian or Pacific Islander	0	--	--	85.2%	Medium	--	0	--	--	--	--	Yellow	84.6%	-0.7%	Maintained	--
				Socioeconomically Disadvantaged	114	97.4%	Very High	85.1%	Medium	Higher	125	Blue	99.2%	1.8%	Increased	Orange	83.7%	1.4%	Declined	Higher
				Students with Disabilities	12	100.0%	Very High	75.2%	Low	--	14	No Color	100.0%	0.0%	Maintained	Orange	72.7%	2.5%	Declined	--
				Two or More Races	0	--	--	89.6%	Medium	--	0	--	--	--	--	Orange	88.6%	1.0%	Declined	--
				White	*	--	No Performance Level	90.8%	High	--	0	--	--	--	--	Orange	89.8%	1.0%	Declined	--

Data Sources: California School Dashboard Research data files 2023

Math and Science College Preparatory

Enrollment Report

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

2023-2024 Enrollment by Ethnicity and Student Group																					
RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
W	1	7674	Math and Science College Preparatory	534	84.3%	0.0%	1.9%	0.9%	8.1%	15.2%	0.6%	0.0%	0.6%	70.0%	0.0%	6.2%	0.0%	90.4%	12.4%	0.4%	12.0%
Statewide				5,837,690	61.7%	N/A	0.4%	9.9%	4.9%	18.4%	2.2%	0.5%	3.6%	56.1%	0.8%	0.4%	1.1%	62.7%	13.7%	4.6%	20.3%
Los Angeles Unified				529,902	80.7%	11.0%	0.1%	3.4%	7.3%	20.1%	1.7%	0.6%	2.1%	73.8%	0.2%	0.1%	1.8%	81.3%	14.8%	2.0%	9.8%

2022-2023 Enrollment by Ethnicity and Student Group																					
RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
W	1	7674	Math and Science College Preparatory	539	90.2%	0.0%	2.0%	1.3%	6.3%	16.0%	0.6%	0.2%	0.7%	69.2%	0.0%	6.5%	0.2%	93.5%	11.3%	0.4%	13.5%
Statewide				5,852,544	59.9%	N/A	0.4%	9.5%	4.7%	19.0%	2.2%	0.5%	3.2%	56.1%	0.7%	0.4%	2.2%	61.5%	13.1%	4.3%	20.1%
Los Angeles Unified				538,295	81.0%	11.1%	5.9%	3.4%	7.4%	21.3%	1.6%	0.7%	1.7%	74.2%	0.1%	0.2%	1.5%	82.0%	14.1%	2.0%	9.7%

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

Math and Science College Preparatory

RECLASSIFICATION RATES

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

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

RG	BD	Loc Code	School	Year	Students Redesignated FEP	School	State	School to State RFEP Comparison
W	1	7674	Math and Science College Preparatory	2021-2022*	2020-2021 Number of English Language Learners	--	--	--
					2021-2022 Number of Students Reclassified	--	--	
					2021-2022 Reclassification Rate	--	--	
				2022-2023*	2021-2022 Number of English Language Learners	--	--	--
					2022-2023 Number of Students Reclassified	--	--	
					2022-2023 Reclassification Rate	--	--	

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

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

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

Math and Science College Preparatory

Long-Term English Learners (LTEL) and "At-Risk"

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

RG	BD	Loc Code	School	English Learners	2022-2023				2023-2024			
					School		State		School		State	
					Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
W	1	7674	Math and Science College Preparatory	LTEL 6+ Years	52	14.1%	226,535	11.1%	50	13.9%	211,218	18.1%
				At-Risk 4-5 Years	3	0.8%	144,190	7.1%	5	1.4%	136,190	9.6%
				EL 0-3 Years	2	0.5%	505,487	24.8%	2	0.6%	519,652	26.0%
				EL 4+ Years Not At-Risk or LTEL	29	7.8%	236,323	11.6%	24	6.7%	207,773	10.4%
				EL total	86	23.2%	1,112,535	54.5%	81	22.6%	1,074,833	53.8%
				RFEP	284	76.8%	927,723	45.5%	278	77.4%	924,460	46.2%
				Total (Ever)	370	100.0%	2,040,258	100.0%	359	100.0%	1,999,293	100.0%

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

Math and Science College Preparatory

Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by LEAs (Local Education Agencies). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. Note: Students with disabilities counts and percentages in this report may be higher or lower for some schools when comparing this report counts with 2021-22 Enrollment by Student Group counts posted in DataQuest by the CDE due to the accuracy of all data associated with the applicable CALPADS submission. CALPADS certification is a two-step process with Level-2 certification reserved for the district superintendents, charter school administrators, or their designees. High incidence eligibilities are indicated by an asterisk (*). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cn/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

2023-2024 Special Education Enrollment

RG	BD	Location Code	School	OCT 2023 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
W	1	7674	Math and Science College Preparatory	534	66	12.4%
Statewide				5,837,690	799,980	13.7%
Los Angeles Unified				529,902	79,906	14.8%

2022-2023 Special Education Enrollment

RG	BD	Loc Code	School	OCT 2022 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
W	1	7674	Math and Science College Preparatory	539	65	12.1%
Statewide				5,852,544	765,169	13.1%
Los Angeles Unified				538,295	75,935	14.1%

2023-2024 Special Education Enrollment

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
W	1	7674	Math and Science College Preparatory	77.3%	22.7%	11	0	1	1	0	1	1	0	14	0	35	2	0	0
Los Angeles Unified				66.7%	33.3%	19,082	6	200	1,178	0	988	3,410	978	11,302	543	30,274	11,688	66	189

2022-2023 Special Education Enrollment

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
W	1	7674	Math and Science College Preparatory	72.3%	21.5%	9	0	1	1	0	1	1	0	9	1	37	1	0	0
Los Angeles Unified				68.3%	31.6%	16,427	5	226	1,143	1	994	3,495	354	10,342	1,065	29,411	12,139	64	248

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

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

ATTACHMENT C

Math and Science College Preparatory

Academic Performance Medians- Math

This report shows the performance for the Math academic indicator on the California School Dashboard for All Students and numerically significant student groups in 2021-2022 and 2022-2023. It displays the DFS/Status, the Status Level for 2022, and the Performance Level (color) for 2023. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, Status and Change are reported on the Dashboard, however no Performance Level (color) will be reported. A double dash '--' means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a Status Level for each student group.

Math and Science College Preparatory 2021-2022 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Status Level	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Status Level	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	126	Low	-107.0	4,234	Very Low	-167.75	Higher
Latino	119	Low	-104.5	3,306	Very Low	-166.70	Higher
Socioeconomically Disadvantaged	118	Low	-106.6	3,856	Very Low	-168.40	Higher

Math and Science College Preparatory 2022-2023 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	126	Yellow	-97.2	4,995	Orange	-144.0	Higher
Latino	114	Yellow	-97.7	3,968	Orange	-136.8	Higher
Socioeconomically Disadvantaged	122	Yellow	-98.5	3,443	Orange	-145.5	Higher



ATTACHMENT D
LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report
DESEGREGATION IMPACT STATEMENT (DIS)
MATH AND SCIENCE COLLEGE PREPARATORY
BOARD OF EDUCATION REPORT 120 – 24/25
December 3, 2024

I. Category of Proposed Action:

The proposed action would renew the charter for five (5) years, beginning July 1, 2025 until June 30, 2030 to serve up to 532 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 Math and Science College Preparatory for five (5) years beginning July 1, 2025, until June 30, 2030.

IV. Effects of This Proposal:

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

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:

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

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:

If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

JOSÉ SALAS
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

[Return to Order of Business](#)

TAB 2



Board of Education Report

File #: Rep-121-24/25, **Version:** 1

**Approval of the Renewal Petition for Stella Elementary Charter Academy [PUBLIC HEARING]
December 3, 2024
Charter Schools Division**

Action Proposed:

Approve the renewal petition for Stella Elementary Charter Academy (“Charter School”), located in Board District 1 and Region West, for five (5) years, beginning July 1, 2025 until June 30, 2030, to serve 479 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:

Stella Elementary Charter Academy is a TK-4 school currently serving 260 students on two private facilities at 2636 S. Mansfield Avenue, Los Angeles, CA, 90016 and 4196 Marlton Avenue, Los Angeles, CA, 90008 in Board District 1 and Region West. Stella Elementary Charter Academy was originally approved by the LAUSD Board of Education on January 10, 2017. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Stella Elementary Charter Academy expires June 30, 2025.

On September 4, 2024, Stella Elementary 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 December 3, 2024.

An initial Public Hearing was held on October 22, 2024.

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

Due Diligence:

Current Stella Elementary Charter Academy governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A due diligence review of the charter school and its governing organization, school leader, and on-site financial manager, was performed by the Office of the Inspector General.

Statutory Framework and Criteria for Renewal:

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

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

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

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

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

Expected Outcomes:

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

Board Options and Consequences:

"Yes" - If the Board adopts the recommendation of approval of the renewal charter petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2025.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal charter petition, Charter School would not be authorized to continue operations as a charter school. The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 121, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of the Charter School renewal petition.

Policy Implications:

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

Budget Impact:

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

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

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

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

Student Impact:

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

Equity Impact:

Not applicable

Issues and Analysis:

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

Attachments:

Attachment A - Staff Assessment and Recommendation Report

Attachment B - Stella Elementary Charter Academy Data Set

Attachment C - Stella Elementary Charter Academy RSM Data

Attachment D - Desegregation Impact Statement

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

[<https://drive.google.com/drive/folders/1E0DJ75Pq-0mDJJ3bnFejKbGgKkpNhTlo?usp=sharing>](https://drive.google.com/drive/folders/1E0DJ75Pq-0mDJJ3bnFejKbGgKkpNhTlo?usp=sharing)

Informatives:


Not applicable

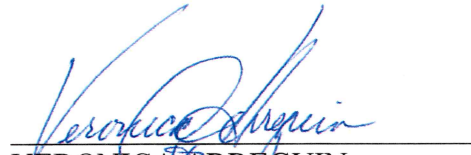
Submitted:

10/30/24

RESPECTFULLY SUBMITTED,

APPROVED & PRESENTED BY:



ALBERTO M. CARVALHO
Superintendent


VERONICA ARREGUIN
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:

APPROVED & PRESENTED BY:


DEVORA NAVERA REED
General Counsel


JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division

___ Approved as to form.

REVIEWED BY:


NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

___ Approved as to budget impact statement.

ATTACHMENT A
STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 121-24/25
December 3, 2024

School Name:	Stella Elementary Charter Academy			BOARD IS REQUIRED TO TAKE ACTION BY: December 3, 2024
Type of Charter School:	Start-Up Independent Charter School			
Charter Operator	Bright Star Schools			
Location Code:	2457			
Type of Site(s):	(1) Private (2) Private			
Site Address(es):	(1) 2636 S. Mansfield Ave., Los Angeles, CA 90016 (2) 4196 Marlton Ave., Los Angeles, CA 90008			
Board District(s):	1	Region(s):	West	
Grade Levels Served:	TK-4	Current Enrollment:	260	
Grade Levels Authorized in Current Charter:	TK-4	Approved Enrollment in Current Charter:	479	
CONSIDERATION:	Renewal			
CDE PERFORMANCE CATEGORY: (PER CDE'S 2024 CLASSIFICATION)	Middle Performing			
STAFF RECOMMENDATION:	Approval for a five (5)-year term (2025-2030)			
PROPOSED BENCHMARKS:	None			

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Stella Elementary Charter Academy (“Charter School”), located in Board District 1 and Region West, for a term of five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 479 students in grades TK-4 in each year of the charter term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

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

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
These criteria have been determined not to be bases for denial.
- **Criterion 2:** Is the charter school “high,” “middle,” or “low” performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
These criteria have been determined not to be bases for denial.
- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)
These criteria have been determined not to be bases for denial.

Charter Petition Requirement:

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

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

III. GENERAL SCHOOL INFORMATION

A. School History

	Stella Elementary Charter Academy
Initial Authorization:	On January 10, 2017, Stella Elementary Charter Academy was authorized by the LAUSD Board of Education to serve 479 students in grades TK-4.
Most Recent Renewal	<p>This is the charter school’s first consideration for renewal.</p> <p>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 Elementary Charter Academy expires June 30, 2025.</p>

	Stella Elementary Charter Academy
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Stella Elementary Charter Academy submitted its renewal petition application on September 4, 2024. The 90-day statutory timeline for Board action on the petition runs through December 3, 2024.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Stella Elementary Charter Academy implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Stella Elementary Charter Academy participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Stella Elementary Charter Academy is operated by Bright Star Schools, a California nonprofit public benefit corporation that also operates eight other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

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

The charter school's Distance from Standard (DFS) was lower than the state in English Language Arts on the California School Dashboard. Stella Elementary Charter Academy did not submit verified data for consideration. A further analysis showed that the charter school's performance was lower compared to the performance of the Resident Schools Medians (RSM) in 2022 English Language Arts. However, in 2023, the charter school's performance was higher compared to the performance of the RSM in English Language Arts. Please see the attached Stella Elementary Charter Academy data sets.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels are reported based on the 2021-2022 school year data using one of five Status Levels (ranging from Very High, High, Medium, Low, and

Very Low) for state measures. Please note that the Status Levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Below, the 2023 Dashboard Performance Levels (colors) based on two years' data are provided.

Stella Elementary Charter Academy Dashboard Indicators

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	Low	Low	Very Low	Not applicable	Very High	Not applicable	Very Low
2022-2023	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>)

c. English Language Arts Indicator

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

In order to continue increasing student outcomes in English Language Arts, charter school leaders report prioritizing phonics and implementing DIBELS, as well as increasing the cognitive lift in English classes by using a gradual reduction of scaffolds.

Stella Elementary Charter Academy - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Low	-57.9	Low	-12.2	Lower
Latino	Met	Low	-57.9	Low	-38.6	Lower
English Learner	Met	Very Low	-76.6	Low	-61.2	Lower
Socioeconomically Disadvantaged	Met	Low	-58.5	Low	-41.4	Lower

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

Stella Elementary Charter Academy - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Yellow	-51.6	6.3	Orange	-13.6	Lower
Latino	Met	Yellow	-44.4	13.5	Orange	-40.2	Lower
English Learner	Met	Yellow	-45.0	31.7	Orange	-67.7	Higher
Socioeconomically Disadvantaged	Met	Yellow	-51.2	7.3	Orange	-42.6	Lower

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

d. Math Indicator

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

Stella Elementary Charter Academy - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Low	-44.0	Low	-51.7	Higher
Latino	Met	Low	-42.8	Low	-83.4	Higher
English Learner	Met	Low	-57.5	Low	-92.0	Higher
Socioeconomically Disadvantaged	Met	Low	-44.3	Low	-84.0	Higher

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

Stella Elementary Charter Academy - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Yellow	-31.7	12.2	Orange	-49.1	Higher
Latino	Met	Yellow	-30.4	12.4	Orange	-80.8	Higher
English Learner	Met	Yellow	-28.3	29.2	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Yellow	-31.2	13.0	Yellow	-80.8	Higher

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

e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's Status Level of Very Low was lower than the state's Status Level of Medium. The charter school's English Learner Progress Rate was lower than the state's rate. In 2023 on the ELPI, the charter school's performance color of Green was higher than the state's color of Yellow. The charter school's English Learner Progress Rate was lower than the state's rate.

Stella Elementary Charter Academy - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Very Low	27.3%	Medium	50.3%	Lower

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

Stella Elementary Charter Academy - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Green	47.6%	20.3%	Yellow	48.7%	Lower

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

f. College/Career Indicator

Not applicable

g. Chronic Absenteeism Indicator

In 2022 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was higher than the state for All Students and for one of four numerically significant student groups, and lower than the state for one numerically significant student group. In 2023 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students and for three of five numerically significant student groups.

h. Graduation Indicator [HS only]

Not applicable

i. Suspension Rate Indicator

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

j. Dashboard Local Indicators

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

k. Reclassification Rates

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

l. Additional Information

Not applicable

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

In accordance with Education Code section 47604.32, the District's Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following four categories: Governance; Student Achievement and Educational Performance;

Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for Stella Elementary Charter Academy outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

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

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2022-2023	<i>Developing</i>
2023-2024	<i>Proficient</i>
Concerns	The rating of <i>Developing</i> in 2022-2023 was a result of low scores in the ELA, Math, ELPI, and Chronic Absenteeism indicators. School leaders acknowledged the low scores and implemented multi-part plans to address these areas.

c. Organizational Management, Programs, and Operations

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

d. Fiscal Operations

Oversight Ratings/Concerns	
2022-2023	<i>Developing</i>
2023-2024	<i>Developing</i>
Concerns	<p>The rating of <i>Developing</i> in 2022-2023 was primarily due to an audit finding disclosed in Bright Star Schools' 2021-2022 independent report, which was related to the accounting treatment of property and a refundable advance associated with funding from Proposition 1D. Bright Star Schools' 2022-2023 independent audit report indicated that this issue was resolved.</p> <p>The rating of <i>Developing</i> in 2023-2024 was primarily due to non-adherence to some Bright Star Schools governing board-approved fiscal policies and procedures. Bright Star Schools provided responses that reported the steps they had taken and will continue to take to address the noted concerns. The CSD will continue to monitor these areas as part of its ongoing oversight.</p>

VI. VERIFIED DATA

Charter schools satisfying the middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements,

clear and convincing evidence, demonstrated by verified data, showing the charter school's achieved measurable increases in academic achievement, or strong postsecondary outcomes.

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

Stella Elementary Charter Academy did not submit verified data for consideration as part of its renewal application.

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

Based on the charter school's performance on California School Dashboard in ELA, Staff conducted a further analysis of ELA in comparison to the Resident Schools Median (RSM).¹ As indicated in the tables below, when comparing the charter school to the Resident Schools Median, Stella Elementary Charter Academy's data indicates that its student performance on California School Dashboard in 2022 was lower than the RSM for All Students and for all numerically significant student groups in ELA. In 2023, Stella Elementary Charter Academy was higher than the RSM for All Students and for all numerically significant student groups in ELA.

Resident Schools Analysis

Stella Elementary Charter Academy 2021-2022 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of Students with Scores	Charter Status Level	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Status Level	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	72	Low	-57.9	1,160	Low	-54.3	Lower
Latino	64	Low	-57.9	892	Low	-54.0	Lower
English Learner	36	Very Low	-76.6	450	Low	-62.1	Lower
Socioeconomically Disadvantaged	69	Low	-58.5	1,121	Low	-55.9	Lower

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

Stella Elementary Charter Academy 2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	81	Yellow	-51.6	1,192	Orange	-55.5	Higher

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.

Stella Elementary Charter Academy 2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
Latino	65	Yellow	-44.4	886	Orange	-51.9	Higher
English Learner	42	Yellow	-45.0	415	Red	-73.1	Higher
Socioeconomically Disadvantaged	78	Yellow	-51.2	1,141	Orange	-55.2	Higher

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

VIII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Stella Elementary Charter Academy's fiscal condition is positive and has been upward trending since the 2019-2020 fiscal year.

	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Unaudited Actuals)
Net Assets	\$112,161	\$224,547	\$960,069	\$1,130,721	\$1,184,719
Net Income/Loss	\$52,629	\$112,386	\$735,522	\$170,652	\$53,998
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Norm Enrollment ¹	116	186	224	249	257

¹Stella Elementary Charter Academy stated that it plans to increase enrollment through various means, for example, increasing community engagement. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

b. 2022-2023 Independent Audit Report

Audit Opinion: Unmodified/Unqualified

Material Weaknesses: None Reported

Deficiencies/Findings: None Reported

Lack of a Going Concern: None Reported

c. Other Significant Fiscal Information

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

BRIGHT STAR SCHOOLS					
Source: Independent Audit Report for the Year Ending June 30, 2023					
# of Charter Schools		<u>Including</u> related parties and charter schools		<u>Excluding</u> related parties and charter schools	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
9	9	\$70,256,485	\$44,185,044	\$7,786,678	\$5,481,736

ATTACHMENT B

Stella Elementary Charter Academy

Academic Performance - English Language Arts

This report shows the performance levels for a single state indicator, English Language Arts, for all student groups. It also shows how the current year (status, DFS) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "---" means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
RG	BD	Location Code	School	Student Group	2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison
W	1	2457	Stella Elementary Charter Academy	All Students	72	-57.9	Low	-12.2	Low	Lower	81	Yellow	-51.6	6.3	Increased	Orange	-13.6	-1.4	Maintained	Lower
				American Indian or Alaska Native	0	--	--	-49.3	Low	--	*	No Color	--	--	No Change Level	Orange	-47.9	2	Maintained	--
				Asian	0	--	--	63	Very High	--	0	--	--	--	--	Blue	61.8	-1.2	Maintained	--
				Black or African American	*	-	No Performance Level	-57.7	Low	--	13	No Color	-68.9	--	No Change Level	Orange	-59.6	-2	Maintained	--
				English Learner	36	-76.6	Very Low	-61.2	Low	Lower	42	Yellow	-45	31.7	Increased Significantly	Orange	-67.7	-6.5	Declined	Higher
				Filipino	0	--	--	42.9	High	--	0	--	--	--	--	Green	44	1.1	Maintained	--
				Foster Youth	*	-	No Performance Level	-85.6	Very Low	--	0	--	--	--	--	Red	-89.2	-2.5	Maintained	--
				Homeless Youth	0	--	--	-62.9	Low	--	*	No Color	--	--	No Change Level	Orange	-67.9	-5	Declined	--
				Latino	64	-57.9	Low	-38.6	Low	Lower	65	Yellow	-44.4	13.5	Increased	Orange	-40.2	-1.7	Maintained	Lower
				Native Hawaiian or Pacific Islander	0	--	--	-29.1	Low	--	*	No Color	--	--	No Change Level	Orange	-32.5	-3.4	Declined	--
				Socioeconomically Disadvantaged	69	-58.5	Low	-41.4	Low	Lower	78	Yellow	-51.2	7.3	Increased	Orange	-42.6	-1.2	Maintained	Lower
				Students with Disabilities	*	-	No Performance Level	-97.3	Very Low	--	13	No Color	-89.2	--	No Change Level	Red	-96.3	1.8	Maintained	--
				Two or More Races	0	--	--	25.1	High	--	*	No Color	--	--	No Change Level	Green	24.3	-0.8	Maintained	--
				White	0	--	--	21.9	High	--	0	--	--	--	--	Green	20.8	-1.2	Maintained	--

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

	ELA Participation Rate By Student Group													
	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 *	99%	--	--	100%	100%	--	100%	--	98%	--	99%	92%	--	--
Participation Rate Met 2022 *	Yes	--	--	Yes	Yes	--	Yes	--	Yes	--	Yes	No	--	--
Percent of students tested in 2023	99%	100%	--	100%	98%	--	--	100%	99%	100%	99%	100%	100%	--
Participation Rate Met 2023	Yes	Yes	--	Yes	Yes	--	--	Yes	Yes	Yes	Yes	Yes	Yes	--

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

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

Data Sources: California School Dashboard Research data files 2023

Stella Elementary Charter Academy

Academic Performance - Math

This report shows the performance levels for a single state indicator, Mathematics, for all student groups. It also shows how the current year (status, DFS) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
RG	BD	Location Code	School	Student Group	School 2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	School 2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison
W	1	2457	Stella Elementary Charter Academy	All Students	72	-44.0	Low	-51.7	Low	Higher	81	Yellow	-31.7	12.2	Increased	Orange	-49.1	2.6	Maintained	Higher
				American Indian or Alaska Native	0	--	--	-90.4	Low	--	*	No Color	--	--	No Change Level	Yellow	-87.3	4.6	Increased	--
				Asian	0	--	--	48.4	Very High	--	0	--	--	--	--	Blue	50.8	2.3	Maintained	--
				Black or African American	*	-	No Performance Level	-106.9	Very Low	--	13	No Color	-32.3	--	No Change Level	Red	-104.5	2.6	Maintained	--
				English Learner	36	-57.5	Low	-92.0	Low	Higher	42	Yellow	-28.3	29.2	Increased Significantly	Orange	-93.4	-1.4	Maintained	Higher
				Filipino	0	--	--	2.7	High	--	0	--	--	--	--	Green	7.4	4.8	Increased	--
				Foster Youth	*	-	No Performance Level	-126.3	Very Low	--	0	--	--	--	--	Red	-127.4	1.4	Maintained	--
				Homeless Youth	0	--	--	-101.8	Very Low	--	*	No Color	--	--	No Change Level	Red	-101.3	0.5	Maintained	--
				Latino	64	-42.8	Low	-83.4	Low	Higher	65	Yellow	-30.4	12.4	Increased	Orange	-80.8	2.6	Maintained	Higher
				Native Hawaiian or Pacific Islander	0	--	--	-71.3	Low	--	*	No Color	--	--	No Change Level	Orange	-71.3	0.0	Maintained	--
				Socioeconomically Disadvantaged	69	-44.3	Low	-84.0	Low	Higher	78	Yellow	-31.2	13.0	Increased	Yellow	-80.8	3.2	Increased	Higher
				Students with Disabilities	*	-	No Performance Level	-130.8	Very Low	--	13	No Color	-68.2	--	No Change Level	Orange	-127.3	5.5	Increased	--
				Two or More Races	0	--	--	-9.9	Medium	--	*	No Color	--	--	No Change Level	Yellow	-7.4	2.5	Maintained	--
				White	0	--	--	-13.4	Medium	--	0	--	--	--	--	Yellow	-11.1	2.3	Maintained	--

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

	Math Participation Rate By Student Group													
	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 **	99%	--	--	100%	100%	--	100%	--	98%	--	99%	92%	--	--
Participation Rate Met 2022 *	Yes	--	--	Yes	Yes	--	Yes	--	Yes	--	Yes	No	--	--
Percent of students tested in 2023	99%	100%	--	100%	98%	--	--	100%	99%	100%	99%	100%	100%	--
Participation Rate Met 2023	Yes	Yes	--	Yes	Yes	--	--	Yes	Yes	Yes	Yes	Yes	Yes	--

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

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

Data Sources: California School Dashboard Research data files 2023

Stella Elementary Charter Academy

English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

English Learner Progress Indicator - CA School Dashboard Indicator																				
RG	BD	Location Code	School	Student Group	2022 School			2022 State			2023 School					2023 State				
					Number of EL Students with a Performance Level in Both the Current and Prior Year	Percentage of English Learners making progress towards English proficiency	Status Level	Percentage of English Learners making progress towards English proficiency	Status Level	School to State ELPI Comparison	Number of EL Students with a Performance Level in Both the Current and Prior Year	School 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	State 2023 Change	State 2023 Change Level	School to State ELPI Comparison
W	1	2457	Stella Elementary Charter Academy	English Learner	66	27.3%	Very Low	50.3%	Medium	Lower	63	Green	47.6%	20.3%	Increased Significantly	Yellow	48.7%	-1.6%	Maintained	Lower

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

ELPAC Participation				
Year	Number of EL Student Enrolled	Number of EL Students Tested	Percent of EL Students Tested	Participation Rate Met
2022	97	96	99.0%	Yes
2023	95	95	100.0%	Yes

Note: Schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard).

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

Data Sources: California School Dashboard Research data files 2023

2022 Student English Language Acquisition Results		
The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.		
School		
Stella Elementary Charter Academy		State
ELs Who Progressed at Least One ELPI Level	27.3%	47.5%
ELs Who Maintained ELPI Level 4	0.0%	2.8%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	36.4%	31.4%
ELs Who Decreased at Least One ELPI Level	36.4%	18.3%

2023 Student English Language Acquisition Results		
The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.		
School		
Stella Elementary Charter Academy		State
ELs Who Progressed at Least One ELPI Level	47.6%	46.4%
ELs Who Maintained ELPI Level 4	0.0%	2.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	38.1%	32.7%
ELs Who Decreased at Least One ELPI Level	14.3%	18.6%

Stella Elementary Charter Academy

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 most state indicators, the desired outcome is to have a high percentage of performance in the current year. However, chronic absenteeism has a reverse goal of having the lowest percentage of students chronically absent in the current year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of Chronic Absenteeism in 2023 than it did in 2022) or did worse (i.e., had a higher rate in 2023). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

Chronic Absenteeism - CA School Dashboard Indicator																				
R G	B D	Locatio n Code	School	Student Group	Number of students enrolled who meet criteria	School 2022 Chronic Absenteeism Percentage	School 2022 Status Level	State 2022 Chronic Absenteeism Percentage	State 2022 Status Level	School to State Chronic Absenteeism Percentage Comparison	Number of students enrolled who meet criteria	School 2023 Performance Level (color)	School 2023 Chronic Absenteeism Percentage	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Chronic Absenteeism Percentage	State 2023 Change	State 2023 Change Level	School to State Chronic Absenteeism Percentage Comparison
W	1	2457	Stella Elementary Charter Academy	All Students	230	36.5%	Very High	30.0%	Very High	Higher	263	Yellow	31.2%	-5.3%	Declined Significantly	Yellow	24.3%	-5.7	Declined Significantly	Higher
				American Indian or Alaska Native	*	--	No Performance Level	42.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	36.1%	-6.8	Declined Significantly	--
				Asian	0	--	--	11.5%	High	--	0	--	--	--	--	Yellow	10.1%	-1.4	Declined	--
				Black or African American	29	41.4%	No Performance Level	42.9%	Very High	--	48	No Color	41.7%	0.3%	Maintained	Yellow	36.4%	-6.5	Declined Significantly	Higher
				English Learner	101	31.7%	Very High	33.6%	Very High	Lower	102	Orange	25.5%	-6.2%	Declined	Yellow	26.3%	-7.3	Declined Significantly	Lower
				Filipino	0	--	--	16.2%	High	--	0	--	--	--	--	Yellow	13.8%	-2.4	Declined	--
				Foster Youth	*	--	No Performance Level	42.1%	Very High	--	0	--	--	--	--	Yellow	33.6%	-8.5	Declined Significantly	--
				Homeless Youth	*	--	No Performance Level	45.1%	Very High	--	12	No Color	25.0%	0.0%	No Change Level	Yellow	38.7%	-6.4	Declined Significantly	--
				Latino	179	33.5%	Very High	35.8%	Very High	Lower	201	Yellow	27.9%	-5.7%	Declined Significantly	Yellow	28.4%	-7.4	Declined Significantly	Lower
				Native Hawaiian or Pacific Islander	*	--	No Performance Level	43.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	37.6%	-6.3	Declined Significantly	--
				Socioeconomically Disadvantaged	220	36.4%	Very High	37.4%	Very High	Lower	250	Yellow	30.8%	-5.6%	Declined Significantly	Yellow	29.9%	-7.5	Declined Significantly	Higher
				Students with Disabilities	30	40.0%	Very High	39.6%	Very High	Higher	36	Orange	36.1%	-3.9%	Declined	Yellow	33.1%	-6.5	Declined Significantly	Higher
				Two or More Races	15	46.7%	No Performance Level	25.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	21.6%	-3.5	Declined Significantly	--
				White	*	--	No Performance Level	21.9%	Very High	--	0	--	--	--	--	Yellow	18.5%	-3.5	Declined Significantly	--

Data Sources: California School Dashboard Research data files 2023

Stella Elementary Charter Academy

Suspension Rate Indicator

This report shows the number of students who have an aggregate suspension of at least one full day. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. For most state indicators, the desired outcome is a high percentage of performance in the current year and an increase from the prior year. However, for the Suspension Rate indicator, the desired outcome is a low rate in the current year and a decline from the prior year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of suspension in 2022-23 than it did in 2021-22) or did worse (i.e., had a higher rate in 2022-23 than in 2021-22). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

Suspension Rate Indicator - CA School Dashboard Indicator																				
RG	BD	Location Code	School	Student Group	Number of Students	School 2022 Percentage of Students suspended at least once	School 2022 Status Level	State 2022 Percentage of Students suspended at least once	State 2022 Status Level	School to State Suspension Rate Percentage Comparison	Number of Students	School 2023 Performance level (color)	School 2023 Percentage of Students suspended at least once	School 2023 Change	School 2023 Change Level	State 2023 Performance level (color)	State 2023 Percentage of Students suspended at least once	State 2023 Change	State 2023 Change Level	School to State Suspensions Comparison
W	1	2457	Stella Elementary Charter Academy	All Students	238	0.0%	Very Low	3.1%	Medium	Lower	276	Orange	1.4%	1.4%	Increased	Orange	3.5%	0.4%	Increased	Lower
				American Indian or Alaska Native	*	--	No Performance Level	6.4%	High	--	*	No Color	--	--	No Change Level	Orange	7.4%	1.0%	Increased	--
				Asian	*	--	No Performance Level	0.9%	Very Low	--	0	--	--	--	--	Green	1.1%	0.2%	Maintained	--
				Black or African American	32	0.0%	Very Low	7.9%	High	Lower	55	Orange	3.6%	3.6%	Increased	Red	8.8%	0.9%	Increased	Lower
				English Learner	102	0.0%	Very Low	3.2%	Medium	Lower	106	Blue	0.0%	0.0%	Maintained	Orange	3.7%	0.5%	Increased	Lower
				Filipino	0	--	--	1.2%	Low	--	0	--	--	--	--	Green	1.3%	0.1%	Maintained	--
				Foster Youth	*	--	No Performance Level	12.4%	Very High	--	*	No Color	--	--	No Change Level	Red	13.6%	1.2%	Increased	--
				Homeless Youth	*	--	No Performance Level	5.5%	High	--	13	No Color	0.0%	--	No Change Level	Orange	6.5%	1.0%	Increased	--
				Latino	182	0.0%	Very Low	3.3%	Medium	Lower	206	Green	0.5%	0.5%	Increased	Orange	3.8%	0.5%	Increased	Lower
				Native Hawaiian or Pacific Islander	*	--	No Performance Level	4.5%	Medium	--	*	No Color	--	--	No Change Level	Orange	4.9%	0.4%	Increased	--
				Socioeconomically Disadvantaged	226	0.0%	Very Low	4.0%	Medium	Lower	259	Orange	1.2%	1.2%	Increased	Orange	4.5%	0.5%	Increased	Lower
				Students with Disabilities	32	0.0%	Very Low	5.4%	High	Lower	37	Red	8.1%	8.1%	Increased	Orange	5.9%	0.5%	Increased	Higher
				Two or More Races	15	0.0%	No Performance Level	2.9%	Medium	--	*	No Color	--	--	No Change Level	Orange	3.3%	0.4%	Increased	--
				White	*	--	No Performance Level	2.6%	Medium	--	0	--	--	--	--	Yellow	2.9%	0.2%	Maintained	--

Data Sources: California School Dashboard Research data files 2023

Stella Elementary Charter Academy

Enrollment Report

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

2023-2024 Enrollment by Ethnicity and Student Group																					
RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
W	1	2457	Stella Elementary Charter Academy	258	91.1%	0.0%	0.8%	0.4%	21.3%	31.4%	0.0%	0.8%	4.7%	72.9%	0.0%	0.4%	0.8%	91.1%	14.0%	2.3%	1.2%
Statewide				5,837,690	61.7%	N/A	0.4%	9.9%	4.9%	18.4%	2.2%	0.5%	3.6%	56.1%	0.8%	0.4%	1.1%	62.7%	13.7%	4.6%	20.3%
Los Angeles Unified				529,902	80.7%	11.0%	0.1%	3.4%	7.3%	20.1%	1.7%	0.6%	2.1%	73.8%	0.2%	0.1%	1.8%	81.3%	14.8%	2.0%	9.8%

2022-2023 Enrollment by Ethnicity and Student Group																					
RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
W	1	2457	Stella Elementary Charter Academy	248	93.5%	0.0%	1.2%	0.0%	16.1%	39.1%	0.0%	0.0%	3.6%	79.0%	0.0%	0.8%	0.4%	94.4%	12.5%	2.4%	0.0%
Statewide				5,852,544	59.9%	N/A	0.4%	9.5%	4.7%	19.0%	2.2%	0.5%	3.2%	56.1%	0.7%	0.4%	2.2%	61.5%	13.1%	4.3%	20.1%
Los Angeles Unified				538,295	81.0%	11.1%	5.9%	3.4%	7.4%	21.3%	1.6%	0.7%	1.7%	74.2%	0.1%	0.2%	1.5%	82.0%	14.1%	2.0%	9.7%

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

Stella Elementary Charter Academy

RECLASSIFICATION RATES

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

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

RG	BD	Loc Code	School	Year	Students Redesignated FEP	School	State	School to State RFEP Comparison
W	1	2457	Stella Elementary Charter Academy	2021-2022*	2020-2021 Number of English Language Learners	--	--	--
					2021-2022 Number of Students Reclassified	--	--	
					2021-2022 Reclassification Rate	--	--	
				2022-2023*	2021-2022 Number of English Language Learners	--	--	--
					2022-2023 Number of Students Reclassified	--	--	
					2022-2023 Reclassification Rate	--	--	

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

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

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

Stella Elementary Charter Academy

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/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in the California School Dashboard due to changes in file modifications such as Data Modified, Data Posted, other data updates by the testing vendor and updates in CALPADS.

RG	BD	Loc Code	School	English Learners	2022-2023				2023-2024	
					School		State		School	
					Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
W	1	2457	Stella Elementary Charter Academy	LTEL 6+ Years	0	0.0%	226,535	11.1%	0	0.0%
				At-Risk 4-5 Years	18	15.5%	144,190	7.1%	15	14.0%
				EL 0-3 Years	72	62.1%	505,487	24.8%	58	54.2%
				EL 4+ Years Not At-Risk or LTEL	7	6.0%	236,323	11.6%	8	7.5%
				EL total	97	83.6%	1,112,535	54.5%	81	75.7%
				RFEP	19	16.4%	927,723	45.5%	26	24.3%
				Total (Ever)	116	100.0%	2,040,258	100.0%	107	100.0%

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

Stella Elementary Charter Academy

Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by LEAs (Local Education Agencies). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. Note: Students with disabilities counts and percentages in this report may be higher or lower for some schools when comparing this report counts with 2021-22 Enrollment by Student Group counts posted in DataQuest by the CDE due to the accuracy of all data associated with the applicable CALPADS submission. CALPADS certification is a two-step process with Level-2 certification reserved for the district superintendents, charter school administrators, or their designees. High incidence eligibilities are indicated by an asterisk (*). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cn/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

2023-2024 Special Education Enrollment

RG	BD	Location Code	School	OCT 2023 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
W	1	2457	Stella Elementary Charter Academy	258	36	14.0%
Statewide				5,837,690	799,980	13.7%
Los Angeles Unified				529,902	79,906	14.8%

2022-2023 Special Education Enrollment

RG	BD	Loc Code	School	OCT 2022 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
W	1	2457	Stella Elementary Charter Academy	248	31	12.5%
Statewide				5,852,544	765,169	13.1%
Los Angeles Unified				538,295	75,935	14.1%

2023-2024 Special Education Enrollment

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
W	1	2457	Stella Elementary Charter Academy	77.8%	22.2%	6	0	0	0	0	1	0	0	5	1	6	17	0	0
Los Angeles Unified				66.7%	33.3%	19,082	6	200	1,178	0	988	3,410	978	11,302	543	30,274	11,688	66	189

2022-2023 Special Education Enrollment

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
W	1	2457	Stella Elementary Charter Academy	90.3%	9.7%	3	0	0	0	0	0	0	0	4	0	7	17	0	0
Los Angeles Unified				68.3%	31.6%	16,427	5	226	1,143	1	994	3,495	354	10,342	1,065	29,411	12,139	64	248

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

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

ATTACHMENT C

Stella Elementary Charter Academy

Academic Performance Medians- English Language Arts

This report shows the performance for the English Language Arts academic indicator on the California School Dashboard for All Students and numerically significant student groups in 2021-2022 and 2022-2023. It displays the DFS/Status, the Status Level for 2022, and the Performance Level (color) for 2023. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, Status and Change are reported on the Dashboard, however no Performance Level (color) will be reported. A double dash '--' means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a Status Level for each student group.

Stella Elementary Charter Academy 2021-2022 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of Students with Scores	Charter Status Level	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Status Level	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	72	Low	-57.9	1,160	Low	-54.3	Lower
Latino	64	Low	-57.9	892	Low	-54.0	Lower
English Learner	36	Very Low	-76.6	450	Low	-62.1	Lower
Socioeconomically Disadvantaged	69	Low	-58.5	1,121	Low	-55.9	Lower

Stella Elementary Charter Academy 2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	81	Yellow	-51.6	1,192	Orange	-55.5	Higher
Latino	65	Yellow	-44.4	886	Orange	-51.9	Higher
English Learner	42	Yellow	-45.0	415	Red	-73.1	Higher
Socioeconomically Disadvantaged	78	Yellow	-51.2	1,141	Orange	-55.2	Higher



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

DESEGREGATION IMPACT STATEMENT (DIS)

STELLA ELEMENTARY CHARTER ACADEMY

BOARD OF EDUCATION REPORT 121 – 24/25

December 3, 2024

I. Category of Proposed Action:

The proposed action would renew the charter for five (5) years, beginning July 1, 2025 until June 30, 2030 to serve up to 479 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 STELLA ELEMENTARY CHARTER ACADEMY for five (5) years beginning July 1, 2025 until June 30, 2030.

IV. Effects of This Proposal:

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

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:

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

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:

If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

Sunserae Keaton
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

TAB 3



Board of Education Report

File #: 022-24/25, **Version:** 1

Special Report

Receipt of the correspondence entitled Update on Conditional Approvals (Middle Performing Charter Schools)
[022-24/25]

INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District
Office of the Superintendent

INFORMATIVE

TO: Members, Board of Education

DATE: October 23, 2024

FROM: Alberto M. Carvalho, Superintendent 

SUBJECT: UPDATE ON CONDITIONAL APPROVALS (MIDDLE PERFORMING CHARTER SCHOOLS)

Background

The Board of Education renewed the following Middle Performing charter schools with specific conditions: Ánimo Legacy Charter Middle (Ánimo Legacy) and Arts in Action Community Middle (Arts in Action). A prior Board informative dated March 13, 2023 (attached) explained that due to the suspension of the publication of the 2021 Dashboard, a status update to the Board of Education in or around Winter 2023 would not allow for a meaningful update, and that staff from the Charter Schools Division (CSD) would continue to monitor and conduct oversight of these charter schools, with close review of these conditions, and provide the Board of Education an update by Fall/Winter 2024. This serves as the status update to the Board of Education, agendized as a report for receipt at a meeting in December 2024.

Analysis

A. Ánimo Legacy Charter Middle

On November 24, 2020, the Board of Education renewed Ánimo Legacy's (Middle Performing charter school)¹ charter for a term starting on July 1, 2021, and ending on June 30, 2026². The Board of Education approved Ánimo Legacy's charter subject to specific conditions. Should Ánimo Legacy fail to meet those conditions, the District may initiate revocation proceedings in accordance with statutory and regulatory provisions prior to its next renewal or recommend non-renewal at the time of its next renewal.

The conditions and an update on status are outlined below.

CONDITION 1:

The charter school shall not be classified as a Low Performing charter school, pursuant to the State's designations, at any point during its charter term.

Condition Met:

Based on 2022 and 2023 Dashboard data, the charter school's 2024 Performance Category is Middle Performing. The state did not issue performance categories in the 2021, 2022, or 2023 school years.

¹ Charter schools satisfying the middle performing criteria may be renewed for a five-year term. (Ed. Code, § 47607.2(b)(7).)

² 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 Legacy Charter Middle expires June 30, 2027.

CONDITION 2:

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) and Math Indicators in each year of 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.

Not Met:

The charter school did not meet the condition in ELA, but did so in Math.

Based on 2022 and 2023 Dashboard data³ in ELA, two (2) of six (6) numerically significant student groups (Black or African American and Students with Disabilities) *Increased or Increased Significantly*. Two (2) (English Learner and Homeless Youth) *Maintained*, and two (2) (Latino and Socioeconomically Disadvantaged) *Declined*.

Based on 2022 and 2023 Dashboard data in Math, three (3) of six (6) numerically significant student groups (Black or African American, Homeless Youth, and Students with Disabilities) *Increased*. One (1) (Socioeconomically Disadvantaged) *Maintained*, and two (2) (English Learner and Latino) *Declined*.

CONDITION 3:

In-school and out-of-school suspension rates that are less than 5% schoolwide and for all numerically significant subgroups in each year.

Condition Met:

Based on 2022 and 2023 California School Dashboard data, the charter school's in-school and out-of-school suspension rates were less than 5% schoolwide and for all numerically significant student groups.

CONDITION 4:

The school will meet state testing participation rates schoolwide and for all subgroups.

Not Met:

In 2022, in ELA, the charter school met the participation rates schoolwide and for all but two (2) of the 13 student groups (Filipino and Students with Disabilities). In 2023, in ELA, the charter school met the participation rates schoolwide and for all but three (3) of the 13 student groups (Filipino, Foster Youth, and Two or More Races).

In 2022, in Math, the charter school met participation rates schoolwide and for all but three (3) of the 13 student groups (Black or African American, Filipino, and Students with Disabilities). In 2023, the charter school met participation rates schoolwide and for all but four (4) of the 13 student groups (Filipino, Foster Youth, Two or More Races, and White).

³ Due to the COVID-19 pandemic, there was no Dashboard data for 2021. In 2022, state law allowed the 2022 Dashboard to only display the most current year of data (also known as Status). Thus, this information provides a status update on condition for the years in which data related to the condition was available.

For both 2022 and 2023, the charter school met the English Language Proficiency Assessment for California (ELPAC) participation rates.

Analysis

B. Arts in Action Community Middle

On November 24, 2020, the Board of Education renewed Arts in Action's (Middle Performing charter school)⁴ charter for a term starting on July 1, 2021, and ending on June 30, 2026⁵. The Board of Education conditionally approved Arts in Action's charter subject to specific conditions. Should Arts in Action fail to meet those conditions, the District may initiate revocation proceedings in accordance with statutory and regulatory provisions prior to its next renewal or recommend non-renewal at the time of its next renewal.

The conditions and an update on status are outlined below.

CONDITION 1:

The charter school shall not be classified as a Low Performing charter school, pursuant to the state's designations, at any point during its charter term.

Met:

Based on 2022 and 2023 Dashboard data, the charter school's 2024 Performance Category is Middle Performing. The state did not issue performance categories in the 2021, 2022, or 2023 school years.

CONDITION 2:

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) and Math Indicators in each year of 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.

Not Met:

Based on 2022 and 2023 Dashboard data⁶ in ELA, two (2) of four (4) numerically significant student groups (Latino and Socioeconomically Disadvantaged) *Maintained*, one (1) (English Learner) *Declined*, and one (1) (Students with Disabilities) *Declined Significantly*.

Based on 2022 and 2023 Dashboard data in Math, one (1) of four (4) numerically significant student groups (English Learner) *Increased*, two (2) (Latino and Socioeconomically Disadvantaged) *Maintained*, and one (1) (Students with Disabilities) *Declined Significantly*.

⁴ Charter schools satisfying the middle performing criteria may be renewed for a five-year term. (Ed. Code, § 47607.2(b)(7).)

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 Arts in Action expires June 30, 2027.

⁶ Due to the COVID-19 pandemic, there was no Dashboard data for 2021. In 2022, state law allowed the 2022 Dashboard to only display the most current year of data (also known as Status).

CONDITION 3:

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 state.

Condition Pending:

English Learner reclassification rates for the 2021-22, 2022-23, and 2023-24 school years have not been released by the state. However, per the California School Dashboard for the English Learner Progress Indicator (ELPI), the school had 45.6% of English Learners Making Progress towards English proficiency in 2022, which was lower than the state percentage of 50.3%. For 2023, the school had 52.2%, which was higher than the state percentage of 48.7%.

Conclusion

Staff in CSD will continue to monitor and conduct oversight of Ánimo Legacy and Arts in Action with close review of the conditions identified above. In consideration of both charter terms with end dates of June 30, 2027, CSD staff plans to provide an additional update to the Board on the status of the conditions at the time of their renewal determinations.

If you have any questions, please contact José Cole-Gutiérrez, Director, Charter Schools Division, at (213) 241-0399 or via e-mail at jose.cole-gutierrez@lausd.net.

Attachment: [Click here to view](#) BINF Charter School Conditional Approvals (Middle Performing Schools) dated 03-13-23

c: Devora Navera Reed

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