

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

REGULAR MEETING ORDER OF BUSINESS

333 South Beaudry Avenue, Board Room
1208 Magnolia Avenue, Gardena, CA 90247
11:00 a.m., Tuesday, November 19, 2024

Roll Call

Pledge of Allegiance

Board President's Reports

Labor Partners

Committee Chair Reports

- Curriculum and Instruction Committee
- Special Education Committee
- Committee of the Whole
- Procurement/Facilities Committee
- Charter Schools Committee

Superintendent's Reports

Consent Items

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

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

Providing Public Comment

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

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

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

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

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

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

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

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

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. 078-24/25](#)
Procurement Services Division
(Approval of Procurement Actions) Recommends the ratification of the contract actions taken by the Procurement Services Division within delegated authority as listed in Attachment “A” including the approval of award of Professional Service Contracts not exceeding \$250,000: New Contracts; Purchase Orders; Goods and General Services Contracts: Purchase Orders; District Card Transactions; Rental of Facilities; Travel/Conference Attendance; General Stores Distribution Center; and Book/Instructional Material Purchase Orders; and approve Professional Service Contracts (exceeding \$250,000): New Contracts; and Goods and General Services Contracts (exceeding \$250,000): New Contracts; and Piggyback Contracts; and After the Fact transactions (ATF) as listed in Attachment “B.”
2. [Board of Education Report No. 062-24/25](#)
Procurement Services Division – Facilities Contracts
(Approval of Facilities Contract Actions) Recommends the ratification of the Procurement Services Division contract actions taken by Facilities Contracts under delegated authority as listed in Attachment “A” including: award of advertised construction contracts; award of job order contracts; approval of change orders; completion of contracts; award of informal contracts; award of architectural and engineering contracts; award of professional services amendment; extra services/amendments for architectural and engineering contracts and approve the proposed contract listed in Attachment B including hazardous materials and waste management services contracts and a Major Modernization Project contract at 32nd Street/USC Magnet School.
3. [Board of Education Report No. 102-24/25](#)
Facilities Services Division
(Define and Approve Two Projects to Provide Critical Replacements and Upgrades of School Building/Site Systems and Components and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends the definition and approval of two projects to provide critical replacements and upgrades of school building/site systems and components, as listed on Exhibit A, and amend the Facilities Services Division Strategic Execution Plan to incorporate therein for a total combined budget of \$12,232,911.
4. [Board of Education Report No. 103-24/25](#)
Facilities Services Division
Division of Special Education
(Define and Approve Two Accessibility Enhancement Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends the definition and approval of two accessibility enhancement projects at Coliseum Street Elementary School and Mayall Academy of Arts & Technology Magnet Elementary School, as described in Exhibit A, to support the implementation of the Board of Education approved Self-Evaluation and Transition Plan under the Americans with Disabilities Act and amend the Facilities Services Division Strategic Execution Plan (SEP) to incorporate therein for a total combined budget of \$13,816,850.

5. [Board of Education Report No. 106-24/25](#)
Facilities Services Division
(Approve Sixteen Projects Funded by the Expanded Learning Opportunities Program and Thirteen Projects Funded by the Medi-Cal Reimbursement Program) Recommends approval of 16 projects funded by the Expanded Learning Opportunities Program as described in Exhibit A for a combined budget of \$19,487,455, approval of 13 projects funded by the Medi-Cal Reimbursement Program as described in Exhibit B for a combined budget of \$19,749,642, and, recommends authorization of the acceptance of a \$50,000 donation from the Los Angeles Police Academy Magnet School Foundation to be used exclusively for the installation of an obstacle course on the San Pedro High School Olguin Campus.
6. [Board of Education Report No. 107-24/25](#)
Facilities Services Division
(Define and Approve Three Charter School Facilities Upgrade Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends the definition and approval of three projects to provide upgrades for Los Angeles Unified School District facilities currently occupied by charter schools and amend the Facilities Services Division Strategic Execution Plan to incorporate therein for a total combined budget of \$7,285,115.
7. [Board of Education Report No. 108-24/25](#)
Facilities Services Division
(Define and Approve 26 Board District Priority and Region Priority Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends the definition and approval of 26 Board District Priority and Region Priority projects, as listed on Exhibit A, and amend the Facilities Services Division Strategic Execution Plan to incorporate therein for a total budget of \$2,648,401.
8. [Board of Education Report No. 109-24/25](#)
Facilities Services Division
(Authorization to Negotiate and Execute a Non-Binding Letter of Intent for the Potential Exchange of the NEW Academy Canoga Park Property for an Interest in a Planned Housing Development and to Conduct Due Diligence) Recommends authorization of the Chief Facilities Executive and/or her designee(s) to negotiate and execute a non-binding Letter of Intent with New Economics for Women (“NEW”) for a possible exchange of the NEW Academy Canoga Park school site for a housing development to be constructed by NEW, conduct and expend no more than \$50,000 for due diligence, and execute reasonable contracts to evaluate this possible property exchange.
9. [Board of Education Report No. 080-24/25](#)
Accounting and Disbursements Division
(Donations of Money and Materials to the District) Recommends approval of the donation of money to the District totaling \$1,264,265.00; and, an approval of the donation of materials/food with a total value of \$290,536.09, for the purposes indicated on the donation.

10. [Board of Education Report No. 081-24/25](#)
Accounting and Disbursements Division
(Report of Cash Disbursements, Request to Reissue Expired Warrants, Report of Corporate Credit Card Charges) Recommends ratification of cash disbursements totaling \$991,294,661.43 which were made against funds of the District from September 1, 2024 through September 30, 2024; approval to reissue expired warrants that were not cashed within the prescribed period totaling \$2,750.41; and, approval of Corporate Card Charges made against funds of the District totaling \$6,999.84 for the quarter ended September 30, 2024.
11. [Board of Education Report No. 116-24/25](#)
Office of the Chief Financial Officer
(Establish Fund 17 Special Reserve Fund for Other than Capital Outlay Projects) Recommends adoption of the resolution that authorizes the Chief Financial Officer to establish Fund 17 “Special Reserve Fund for Other Than Capital Outlay Projects.” (Attachment A); and, authorizes delegation of authority to the Chief Financial Officer or designee to make interfund transfers between the General Fund and Fund 17.
12. [Board of Education Report No. 083-24/25](#)
Human Resources Division
(Approval of Routine Personnel Actions) Recommends approval of 4,505 routine personnel actions such as elections, promotions, transfers, leaves, terminations, separations, permits and approval of senior contracts.
13. [Board of Education Report No. 084-25/25](#)
Human Resources Division
(Provisional Internship Permits) Recommends approval of the continuing employment of 23 teachers who are employed under the Provisional Internship Permit requirements, allowing the District to continue to staff subject field shortage classrooms.
14. [Board of Education Report No. 068-24/25](#)
CTE – Career Development Branch
Division of Instruction
(Strengthening Career Technical Education Act (Perkins V) Grant) Recommends Board ratification of the Strengthening Career Technical Education Act (Perkins V) grant 2024-25 for \$7,666,816.00.
15. [Board of Education Report No. 115-24/25](#)
Division of Instruction
(Recommended Adoption of Textbooks for Arts, Dual Language, Ethnic Studies, and English Language Arts) Recommends approval of the adoption of instructional materials outlined for use in the 13 courses listed in Attachment A, and authorization of the Chief Procurement Officer to negotiate and execute five-year textbook-purchase agreements in the not-to-exceed amount of \$17 million. The final agreements, including terms and conditions with finalized purchase amounts will be presented to the Board of Education for ratification, likely in Spring 2025.

16. ITEM WITHDRAWN PRIOR TO MEETING

17. [Board of Education Report No. 085-24/25](#)

PUBLIC HEARING

Charter Schools Division

(Approval of the Renewal Petition for Global Education Academy) Recommends approval of the renewal petition for Global Education Academy, located in Board District 1 and Region South, for a term of five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 414 students in grades TK-8 in each year of the charter term. The school is requesting to decrease its current enrollment capacity from 480 students to 414 students due to enrollment and facilities considerations.

18. [Board of Education Report No. 086-24/25](#)

PUBLIC HEARING

Charter Schools Division

(Approval of the Renewal Petition for Ednovate - USC Hybrid High College Prep) Recommends approval of the renewal petition for Ednovate - USC Hybrid High College Prep, located in Board District 1 and Region South, for five (5) years, beginning July 1, 2025 until June 30, 2030, to serve up to 500 students in grades 9-12 in each year of the charter term.

19. [Board of Education Report No. 087-24/25](#)

PUBLIC HEARING

Charter Schools Division

(Approval of the Renewal Petition for ICEF View Park Preparatory Middle) Recommends approval of the renewal petition for ICEF View Park Preparatory Middle, with benchmarks in the area of academics, located in Board District 1 and Region South, for five (5) years, beginning July 1, 2025 until June 30, 2030, to serve up to 330 students in grades 6-8 in each year of the charter term. The school is requesting to decrease its current enrollment capacity from 450 students to 330 students to align with its enrollment projections based on its enrollment trends in the current term.

20. [Board of Education Report No. 088-24/25](#)

PUBLIC HEARING

Charter Schools Division

(Approval of the Renewal Petition for Citizens of the World Charter School Silver Lake) Recommends approval of the renewal petition for Citizens of the World Charter School Silver Lake, located in Board District 2 and Region East, for five (5) years, beginning July 1, 2025 until June 30, 2030, to serve up to 1,196 students in grades TK-8 in each year of the charter term.

21. [Board of Education Report No. 089-24/25](#)

PUBLIC HEARING

Charter Schools Division

(Approval of the Renewal Petition for Ednovate – Brio College Prep) Recommends approval of the renewal petition for Ednovate – Brio College Prep, located in Board District 2 and Region East, for five (5) years, beginning July 1, 2025 until June 30, 2030, to serve up to 500 students in grades 9-12 in each year of the charter term.

22. [Board of Education Report No. 090-24/25](#) **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for Ednovate – Esperanza College Prep) Recommends approval of the renewal petition for Ednovate – Esperanza College Prep, located in Board District 2 and Region East, for five (5) years, beginning July 1, 2025 until June 30, 2030, to serve up to 500 students in grades 9-12 in each year of the charter term.
23. [Board of Education Report No. 091-24/25](#) **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for Para Los Niños Charter) Recommends approval of the renewal petition for Para Los Niños Charter, located in Board District 2 and Region East, for five (5) years, beginning July 1, 2025 until June 30, 2030, to serve up to 410 students in grades TK-5 in each year of the charter term.
24. [Board of Education Report No. 092-24/25](#) **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for Downtown Value) Recommends approval of the renewal petition for Downtown Value, with benchmarks in the area of academics, located in Board District 5 and Region South, for five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 456 students in grades TK-8 in each year of the charter term.
25. [Board of Education Report No. 093-24/25](#) **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for Equitas Academy 2) Recommends approval of the renewal petition for Equitas Academy 2, with benchmarks in the area of fiscal operations, located in Board District 5 and Region West, for five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 400 students in grades 5-8 in each year of the charter term.
26. [Board of Education Report No. 094-24/25](#) **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for Gabriella Charter 2) Recommends approval of the renewal petition for Gabriella Charter 2, with a benchmark in the area of academics, located in Board District 5 and Region East, for five (5) years, beginning July 1, 2025 until June 30, 2030, to serve up to 468 in grades TK-8 in each year of the charter term.
27. [Board of Education Report No. 095-24/25](#) **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for Monseñor Oscar Romero Charter Middle) Recommends approval of the renewal petition for Monseñor Oscar Romero Charter Middle, with benchmarks in the area of academics, located in Board District 5 and Region West, for five (5) years, beginning July 1, 2025 until June 30, 2030, to serve up to 375 students in grades 6-8 in each year of the charter term.
28. [Board of Education Report No. 096-24/25](#) **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for Santa Monica Boulevard Community Charter)
Recommends approval of the renewal petition for Santa Monica Boulevard Community Charter, located in Board District 5 and Region West, for five (5) years, beginning July 1, 2025 until June 30, 2030, to serve up to 950 students in grades TK-6 in each year of the charter term.

29. [Board of Education Report No. 097-24/25](#)

PUBLIC HEARING

Charter Schools Division

(Approval of the Renewal Petition for Synergy Charter Academy) Recommends approval of the renewal petition for Synergy Charter Academy, located in Board District 5 and Region East, for five (5) years, beginning July 1, 2025 until June 30, 2030, to serve up to 360 students in grades TK-5 in each year of the charter term.

30. [Board of Education Report No. 098-24/25](#)

PUBLIC HEARING

Charter Schools Division

(Approval of the Renewal Petition for Fenton Avenue Charter) Recommends approval of the renewal petition for Fenton Avenue Charter, located in Board District 6 and Region North, for five (5) years, beginning July 1, 2025 until June 30, 2030, to serve up to 832 students in grades TK-5 in each year of the charter term.

31. [Board of Education Report No. 099-24/25](#)

PUBLIC HEARING

Charter Schools Division

(Approval of the Renewal Petition for Fenton Primary Center) Recommends approval of the renewal petition for Fenton Primary Center, located in Board District 6 and Region North, for five (5) years, beginning July 1, 2025 until June 30, 2030, to serve up to 840 students in grades TK-2 in each year of the charter term.

Board Member Resolutions for Action

32. [Ms. Gonez, Ms. Cortez Lopez – Reckoning with Our Past, Honoring Our Present: Developing a Los Angeles Unified Land Acknowledgement \(Res-017-24/25\) \(Noticed October 22, 2024\)](#)

11:30 A.M. TIME CERTAIN

Whereas, The Los Angeles Unified School District (District) recognizes that we occupy land that was originally and is still inhabited and cared for by the Gabrieleno Tongva and Fernandeno Tataviam tribes;

Whereas, The Gabrieleno Tongva People inhabited the region Tovangar, known today as the Greater Los Angeles Basin, which is the distinct community of the present day San Gabriel Band of Mission Indians (Gabrieleno Tongva Tribal Council) that originated in the cultures of the period preceding the establishment of the San Gabriel Mission from which the natives received the name Gabrieleno;

Whereas, The Fernandeno Tataviam People inhabited the region of Northern Los Angeles County and eastern Ventura County that includes San Fernando, Simi Valley, Santa Clarita, and Antelope Valleys that originated in the cultures of the period preceding the establishment of Mission San Fernando from which the natives received the name Fernandeno;

Whereas, The District proudly serves students self-identified as American Indian /Alaskan Native and Indigenous, including those who are Gabrieleno Tongva and Fernandeno Tataviam, and the District is pursuing a campaign to improve identification of this student group;

Whereas, From an early age students are exposed to pervasive cultural narratives that normalize eurocentrism and white supremacy, which can promote anti-indigeneity and erasure of minority students and be alienating for native and indigenous students;

Whereas, In 2020 the District took a significant step to combat this history of exclusion in the

curriculum and adopted the resolution “Ethnic Studies for All Students: Reaffirming our commitment to Ethnic Studies in Los Angeles Unified” to further expand the ethnic studies curriculum throughout all grade levels and make the completion of at least one ethnic studies course a high school graduation requirement starting in the current school year 2024-25 (Res-001-20/21);

Whereas, The District has previously formally recognized the historical and current injustices committed against native and indigenous groups and disinvestment in native and indigenous students and, in 2021, the Board created a 10 million dollar fund dedicated to supporting the unique needs of Native American and Indigenous students and ensuring LAUSD schools affirm their linguistic, cultural, and historic backgrounds and promote their achievement and wellbeing;

Whereas, In 2021 the District formally urged the Office of Federal Acknowledgement within the Office of the Assistant Secretary – Indian Affairs of the Department of the Interior to grant long overdue formal Federal recognition of The Fernandeno Tataviam Band of Mission Indians (Res-017-20/21); and

Whereas, The District must join the State of California and County of Los Angeles in exploring the historical relationship between the District, Native Americans and indigenous students and families in the spirit of truth, healing, and reconciliation; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District apologizes on behalf of the Los Angeles Unified School District to tribal governments and communities for the history of maltreatment, subjugation, neglect and trauma that the California public education system has inflicted on the Gabrieleno Tongva, Fernandeno Tataviam, and other local tribes;

Resolved further, That the District acknowledges that colonization in what now constitutes Los Angeles Unified School boundaries resulted in land seizure, disease, slavery, relocation, genocide, multigenerational trauma, and educational disparities, and we are committed to truth, healing, cooperation and to elevating the stories, culture, and community of the original inhabitants of this land;

Resolved further, That the District shall collaborate with local tribes to explore the historical record and relationship between the District and native and indigenous students, families, and communities, including the District’s policies, procedures, and practices that may have harmed Native American and indigenous students, and to develop a public land acknowledgement statement on behalf of the District accompanied by an educational campaign to raise awareness and ensure students have access to educational resources that support their understanding of the history of the land occupied by LAUSD;

Resolved further, That the forthcoming public land acknowledgement be brought back to the Board for a formal vote no later than June 2025 and, once approved, be publicly posted on the District’s website with the accompanying educational resources and tools for students and school communities to utilize;

Resolved further, That the District explore the feasibility and options for honoring the history of the land occupied by District and atoning for past injustices, reporting back on findings when the land acknowledgement is considered, including:

- Providing professional development to educators at all grade levels on native histories, the impact of colonization on native tribes and on the land we now occupy, and on the

- continued existence and culture of local tribes;
- Providing an update on and promoting the Indigenous student identification campaign effort currently underway with the goal of better capturing the number of American Indian/Alaskan Native and Indigenous students served by the District;
- Inclusion of stories, literature, and instruction that centers native voice and native tribes throughout the curricula, especially in grades TK-8, and providing an update to the Board on the implementation of AB1703 and AB1821 to provide accurate instruction on the treatment of Native Americans during Spanish colonization in California;
- District review of school names and mascots to ensure they comply with our existing policies around cultural sensitivities and affirmations in alignment with AB 3074;
- Establishing a dedicated position to work with tribes in alignment with the current efforts of the Multilingual and Multicultural Education Department;
- Prioritizing the inclusion of native plants in the District’s design plans for outdoor improvements and greening projects;
- Providing resources to educators in recognition of Indigenous People’s Day, National Day of Remembrance, California Native American Day, Native American Heritage Month, and, where appropriate, National Awareness Day for Missing or Murdered Indigenous Women and Girls;
- Increasing the representation of native artists in the painting of murals on school campuses, and, be it finally,

Resolved, That the District reaffirms its support and advocacy for the federal recognition of the Gabrieleno Tongva and Fernandeño Tataviam and commits itself to advocating for the federal recognition of the First People of Los Angeles County.

33. [Dr. McKenna, Mr. Schmerelson – Recognizing November as National Runaway and Homeless Youth Prevention Month \(Res-020-24/25\) \(Noticed October 22, 2024\)](#)

Whereas, November is National Runaway and Homeless Youth Prevention Month;

Whereas, Runaway and homeless youth, defined as young people between 12 and 24 years of age, have the least access to essential opportunities and supports;

Whereas, The prevalence of runaways and homelessness among youth is staggering, with studies suggesting that nationally between 1,600,000 and 2,800,000 youth up to 24 years of age experience homelessness every year, of which an overrepresentation, compared to the general youth population, are youth of color, gay, lesbian, bisexual, or transgender;

Whereas, Based on national surveys and California’s youth population, an estimated 200,000 youth under 18 years of age, and thousands more who are 18 to 24 years of age, are homeless for one or more days each year;

Whereas, The percentage of unaccompanied homeless youth who are unsheltered in California stands at 68.2 percent, which is the second highest in the country. California also has 29 percent of the homeless youth in the country, the largest number of homeless youth of any state;

Whereas, An estimated 44,007 children and youth experienced homelessness in Los Angeles County in the 2023-2024 school year;

Whereas, Runaway and homeless youth flee conflict, abuse, neglect, or increasingly, poverty in

their homes. They have become disconnected from educational systems and the workforce, and do not have the skills and financial resources to live on their own. The factors impacting youth homelessness are complex and differ from those impacting other homeless populations;

Whereas, Runaway and homeless youth who live on the street are victims of physical abuse, sexual exploitation, human trafficking, and crime in untold numbers. An estimated 300,000 youth are either victims or at risk of becoming victims of the commercial sexual exploitation of children each year, and sixty percent of these victimized children are homeless;

Whereas, Homeless youth tend to have started using drugs at a younger age, often before 15 years of age. Early drug use and abuse is predictive of serious adult addiction problems and long-term homelessness;

Whereas, Youth who “age out” of the foster care system are at an increased risk of homelessness, and represent an estimated 20 percent of the 20,000 youth who leave foster care and are currently homeless;

Whereas, Youth without a high school diploma are 346 percent more likely to experience homelessness than their peers who complete high school;

Whereas, Providing safe, stable, and permanent housing for runaway and homeless youth is a family, community, state, and national priority, and homeless youth are considered one of the unique populations in the homeless community by the United States Interagency Council on Homelessness;

Whereas, The future well-being of our state depends on the value we place on our youth, and, in particular, on our actions to provide the most vulnerable young people in the state with opportunities to acquire the knowledge, skills, and abilities they need to find and maintain stable housing and develop into healthy and productive adults;

Whereas, When targeted resources are invested, we see a significant increase in the number of communities with youth-specific housing and programs that will help prevent youth from becoming chronically homeless. California has increased the number of youth beds from 3,159 in 2015 to 6,240 in 2023;

Whereas, The California Coalition for Youth has operated the California Youth Crisis Line (1-800-843-5200), 24 hours a day, seven days a week, for over 30 years as the state’s only emergency response system for youth in crisis, and which began offering chat-to-text counseling services in 2016;

Whereas, The California Coalition for Youth, along with other community-based organizations, providers, and advocates, are sponsoring California’s thirteenth annual Runaway and Homeless Youth Prevention Month to increase awareness and action on behalf of youth at risk or currently living on the street;

Whereas, The Governing Board of the Los Angeles Unified School District recognizes the important role education can play in preventing and ending youth homelessness; the District provides assistance to children, youth, and families experiencing homelessness ensuring their access to the same free, appropriate public education, including public preschools, provided to other children and youth; and

Whereas, Awareness of the tragedy of youth experiencing homelessness and its causes must be heightened to ensure greater support for effective programs aimed at preventing homelessness and helping youth remain off the streets; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District declares November 2024 Homeless Youth Awareness Month; and, be it finally

Resolved, That the Los Angeles Unified School District recognizes the unique challenges of youth experiencing homelessness and commits to increasing awareness of the issues impacting these students and will continue to support and explore programs, partnerships, and legislation that combat homelessness and remove barriers to success for homeless youth.

34. [Ms. Goldberg – Reaffirm Our Commitment to Immigrant Students, Families, and Staff and Update the District’s Policy “To Enforce the Respectful Treatment of All Persons” to Include Gender Identity and Gender Expression \(Res-032-24/25\) \(Waiver of Board Rule 72\)](#)

Whereas, The 2024 presidential contest led to the election of the candidate who campaigned on an anti-immigrant and anti-LGBTQ+ agenda;

Whereas, On October 17, 1988 the Board of Education unanimously passed a resolution “To Enforce the Respectful Treatment of All Persons,” which has been incorporated into Los Angeles Unified School District (LAUSD) BUL-5798.0, “Workplace Violence, Bullying and Threats (Adult to Adult)” (July 16, 2012);

Whereas, That resolution asserted that students and adults should treat all people respectfully without regard to “race, language spoken, color, sex, religion, handicap, national origin, immigration status, age, sexual orientation, or political belief” but did not include reference to gender identity and expression;

Whereas, There is a documented increase in anti-immigrant and anti-LGBTQ+ sentiment in the United States, and these narratives divide communities, elevate risk factors, and compromise mental health and school engagement;

Whereas, The nationwide proliferation of anti-immigrant and anti-LGBTQ+ legislation and narratives legalizes discrimination, invalidates people’s humanity, and stokes fear and anxiety; and

Whereas, The District continues to be a strong advocate for the dignity and respect of students, staff, and family members of any national origin and of diverse sexual and gender identities and expressions; now, therefore, be it

Resolved, That the Los Angeles Unified School District is committed to elevating the dignity and respect of *all* students, staff, and families;

Resolved further, That the District reaffirms its policy that students and adults throughout LAUSD should treat all persons equally and respectfully, and explicitly adds gender identity to the groups covered by this policy;

Resolved further, That the District will continue to support legislation that protects the dignity

and rights of immigrant and LGBTQ+ students, staff, and families;

Resolved further, That schools will have ongoing access to age-appropriate educational and mental health resources to promote respect toward students, staff, and families of all identities; and, be it finally

Resolved, That the District will continue to do everything in its power to protect and defend the kids in our care, and that doing so is the responsibility of all LAUSD employees.

Board Member Resolutions for Initial Announcement

35. [Ms. Gonez - Readers to Leaders: Advancing Literacy for Every Child in Los Angeles \(Res-031-24/25\) \(For Action December 10, 2024\)](#)

Whereas, The Los Angeles Unified School District (District) has included in its 2022-2026 Strategic Plan a focus on Reading and English Language Arts within its first pillar, Academic Excellence, and the Governing Board of the Los Angeles Unified School District set a District goal to move third-grade students, on average, 30 points closer to proficiency in reading/English Language Arts on the Smarter Balanced Summative Assessments, using 2021-22 data as baseline data;

Whereas, The District has embraced evidence-based literacy instruction aligned to the science of reading – a comprehensive body of research across education and neuroscience that tells us how children learn to read;

Whereas, The District is continuously monitoring and analyzing the strategies, supports, and resources that are attributable to student progress by studying how coaching, instructional practices, culturally relevant curriculum, professional development, tutoring, and other activities most effectively support student academic growth;

Whereas, 45.43 % of all LAUSD third graders met or exceeded standards in English Language Arts, according to the 2024 California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments, and, all student groups made positive progress during the 2023-24 school year as compared with 2022-2023;

Whereas, 37.6% of students from low-income backgrounds met or exceeded standards in English Language Arts, according to the 2024 CAASPP, a gain of more than 5 percentage points from the 2022-23 school year;

Whereas, The District further saw progress for English Learners in English Language Arts, doubling the percentage of students meeting and exceeding standards to nearly 9% and exceeding pre-pandemic levels of achievement, according to the 2024 CAASPP;

Whereas, The District has explicitly committed to evidence-based literacy/structured literacy instruction, for all students;

Whereas, The Board passed the resolution, “Recognizing and Addressing the Educational Implications of Dyslexia in LAUSD Schools,” in 2017, which “ensures the provision of free and appropriate public education by providing an evidence-based, multisensory, direct, explicit,

structured, and sequential approach to instructing students with dyslexia, as required by AB 1369, such as those used by Intensive Diagnostic Educational Centers (IDEC);”

Whereas, The District is one of only a handful of districts across the state that has invested time and resources to support and equip teachers, coaches, instructional aide, and other educators with professional development and ongoing support to implement evidence-based literacy instruction and adopt instructional materials aligned to such instruction; and

Whereas, There is more work to be done to ensuring proficiency in Reading/English Language Arts for all students, and the District is committed to continuing its work to ensure all students are proficient readers by end of third grade; now, therefore, be it:

Resolved, That the Los Angeles Unified School District shall provide an annual progress report on English Language Arts (ELA)/literacy student performance and efforts based on beginning-of-year, middle-of-year, and end-of-year data, across all student groups (including English Learners, Latina/os, African-American/Black students, students with disabilities and students in foster care), and include updates on:

- Implementation of evidence-based literacy instruction, including curriculum changes, staffing changes, percentage of teachers and principals receiving professional development on evidence-based literacy instruction, percentage of teachers receiving ongoing coaching and support, and percentage of schools using evidence-based literacy instruction;
- Implementation of the Interventionist Program;
- Tutoring opportunities, participation rates, and effectiveness;
- Implementation of the 2017 resolution on Dyslexia;
- Family engagement on literacy, including efforts to ensure families understand the data on their child’s reading proficiency levels, build parent/caregiver knowledge on how children, including children with disabilities and multilingual learners, learn to read and how to support their children’s literacy at home; and be it finally,

Resolved, That in order to ensure families can be active participants in their students’ learning, the District shall (1) ensure families receive timely updates on their students’ beginning-of-year, middle-of-year, and end-of-year data after each assessment period in an accessible and culturally/linguistically responsive way and (2) develop a family-friendly guide that shares information on how to support their students’ language and literacy development at home and includes components of the literacy progress reports noted above in a manner that is accessible and digestible to parents in their home language.

Resolutions Requested by the Superintendent

36. [Reappointment of Member to the Personnel Commission \(Sup Res 004-24/25\)](#)

Resolved, That the Governing Board of the Los Angeles Unified School District reappoints Joseph L. Paller, Jr. as a member of the Personnel Commission of the Los Angeles Unified School District for a three-year term pursuant to California Education Code Section 45245.

Correspondence and Petitions

37. [Report of Correspondence including Williams Uniform Complaint Quarterly Report Summary \(ROC-005-24/25\)](#)

PUBLIC HEARING

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#calendar73805/20241106/event/71691>

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



TAB 1



Board of Education Report

File #: Rep-078-24/25, Version: 1

Approval of Procurement Actions

November 19, 2024

Procurement Services Division

Action Proposed:

Ratify the contract actions taken by the Procurement Services Division within delegated authority as listed in Attachment “A” including the approval of award of Professional Service Contracts not exceeding \$250,000: New Contracts; Purchase Orders; Goods and General Services Contracts: Purchase Orders; District Card Transactions; Rental of Facilities; Travel/Conference Attendance; General Stores Distribution Center; and Book/Instructional Material Purchase Orders; and approve Professional Service Contracts (exceeding \$250,000): New Contracts; and Goods and General Services Contracts (exceeding \$250,000): New Contracts; and Piggyback Contracts; and After the Fact transactions (ATF) as listed in Attachment “B.”

Background:

Procurement Services staff prepares monthly reports for contract actions necessary for the execution of the projects approved by the Board for the educational and operational requirements of the District in accordance with Board delegated authority to the Superintendent.

Expected Outcomes:

Approval of these items will allow the goods and services provided by these contracts furnishing the equipment, supplies, or services to the Los Angeles Unified School District that support Board policies and goals.

Board Options and Consequences:

The Board can approve all actions presented, or postpone selected actions pending receipt of additional information. Non-ratification of actions awarded under delegated authority in Attachment “A” will result in immediate unavailability of products or discontinuance of services, or both. While non-ratification may be legally defensible, it would likely result in costly litigation over discontinued payments or if the District attempts to reclaim payments made to a vendor. District costs will likely increase as fewer vendors compete for future procurements. Postponement of actions presented for approval in Attachment “B” will delay contract award or delivery dates.

Policy Implications:

This action does not change District policy and conforms to *California Education Code section 17604* that permits the Board of Education to delegate authority for Procurement Services (Board Report 444-17/18), which the Board exercised on May 8, 2018.

Budget Impact:

The contract actions presented are within the budget authority previously approved by the Board. Ratification of contracts awarded under delegation of authority and within their Board approved budget listed in Attachment “A” includes:

- Award of Professional Service Contracts not exceeding \$250,000: New Contracts; Purchase Orders; and
- Goods and General Services Contracts not exceeding \$250,000: Procurement Transactions - Purchase Orders; Rental of Facilities; Travel/Conference Attendance; District Card Transactions; General Stores Distribution Center; and Book/Instructional Material Purchase Orders.

Request for Approval of Procurement Actions not under delegated authority listed in Attachment “B” includes:

- Professional Service Contracts (exceeding \$250,000): New Contracts; and
- Goods and General Services Contracts (exceeding \$250,000): New Contracts; Piggyback Contract; and
- After The Fact Transactions (ATF)

Student Impact:

Not applicable.

Equity Impact:

See attached for applicable items.

Issues and Analysis:

There are no policy implications on these agreements. The Business and Government Services Team, Office of the General Counsel, has reviewed and approved the agreements as to form.

Attachments:

Attachment “A” - Ratification of Contracts Awarded Under Delegated Authority

Attachment “B” - Request for Approval of Contracts Not Under Delegated Authority

Previously adopted Board report referenced in the policy implications section:

- Adopted May 8, 2018: [Board Report No. 444-17/18 <https://drive.google.com/file/d/1LObScI2aOLv21Poz24gkLDhfVRiE6a8K/view?usp=share_link>](https://drive.google.com/file/d/1LObScI2aOLv21Poz24gkLDhfVRiE6a8K/view?usp=share_link)
- California Education Code Section 17604 ([CE Code 17604 <https://drive.google.com/file/d/17i1CYUp6UH9-Gg-3DJMkxNEuH1uUQERc/view?usp=share_link>](https://drive.google.com/file/d/17i1CYUp6UH9-Gg-3DJMkxNEuH1uUQERc/view?usp=share_link))

Informatives:

Not applicable.

Submitted:

10/22/24

RESPECTFULLY SUBMITTED,

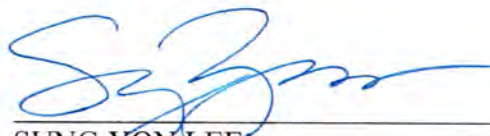

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:


PEDRO SALCIDO
Deputy Superintendent
Business Services & Operations

REVIEWED BY:


DEVORA NAVERA REED
General Counsel

APPROVED & PRESENTED BY:


SUNG YON LEE
Deputy Chief Business Officer
Office of the Deputy Chief Business Officer

✓ Approved as to form.

REVIEWED BY:


NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

APPROVED & PRESENTED BY:


MATTHEW A. FRIEDMAN
Interim Chief Procurement Officer
Procurement Services Division

✓ Approved as to budget impact statement.

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY**A. PROFESSIONAL SERVICES CONTRACTS/AMENDMENTS/ASSIGNMENTS
ALREADY
AWARDED NOT EXCEEDING \$250,000****Item A**

<u>ACCOUNTING AND DISBURSEMENTS DIVISION</u>				\$116,025
<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Los Angeles County Office of Education (LACOE)	C3382	07/01/24 – 06/30/25	General Funds (100%)	\$116,025

Ratification of a sole-source contract for annual maintenance charges for the Business Enhancement System Transformation (BEST) Advantage Financial System, provided by the Los Angeles County Office of Education (LACOE).

As the fiscal oversight body for school districts, LACOE is legally required to review and examine the District's financial records, interim reports, budget, unaudited actuals, and annual audits. In fulfilling these responsibilities, LACOE reviews the District's disbursements and manages daily cash and investment balances through the BEST system interface. Additionally, LACOE monitors the District's compliance with the Standardized Account Code Structure (SACS) as mandated by the California Department of Education. The BEST Advantage System, is provided by LACOE, and use by all Local Education Agencies (LEAs) in the County of Los Angeles is mandated.

The BEST Advantage System supports Pillar 4: Operational Effectiveness by integrating Payroll, Business Intelligence, Financials, Budget Development, and Human Resources. This integration enables users to enter data accurately, timely, and in a usable format. Additionally, the system allows the data to be downloaded to Excel, eliminating the need to wait for LACOE to generate and send reports.

Requester:

Simon Ho, Director of Accounting
General Accounting and Reporting

Equity Impact:

N/A

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY**A. PROFESSIONAL SERVICES CONTRACTS/AMENDMENTS/ASSIGNMENTS
ALREADY AWARDED NOT EXCEEDING \$250,000****Item B**

<u>OFFICE OF TRANSITIONAL PROGRAMS</u>				\$179,795
<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Playa Vista Job Opportunities and Business Services	C3173	08/01/24 – 07/31/26 includes one-year renewal option	ELOP Funds Student Internships (100%)	\$179,795

Ratification of a contract, selected through an Informal Request for Proposals (IRFP) process conducted by the Procurement Services Division, to provide an after-school Pre-Apprenticeship Training Program in construction/carpentry targeting International Newcomer students at Cal Burke Continuation High School, given the high population of International Newcomers in the area. Students who complete 500 hours of hands-on training earn a Level 3 Carpenters pre-apprenticeship certification by the end of the school year. Additionally, Playa Vista Job Opportunities and Business Services (PVJOBS) will provide career coaching, job shadowing, and work opportunities with industry partners to support students in obtaining apprenticeships with labor unions. The contract will be evaluated after this year to inform decisions regarding the possibility of expansion. One proposal was received. The evaluation committee was comprised of staff from the Office of Transitional Programs. The proposal was evaluated according to the following criteria: qualifications and experience of firm and personnel; program or product approach; Small Business Enterprise (SBE) participation; and price.

PVJOBS has over 26 years of experience bringing pre-apprenticeship training through partnerships with organizations such as the LA Community College District and LA County Probation Department. This one-year pilot may be used as a potential model to replicate at other continuation schools.

This contract action supports Pillar 1 College and Career Readiness.

Requester:

Pia Sadaqatmal, Chief of Transitional Programs
Office of Transitional Programs

Latasha Buck, Executive Director
Office of Virtual Academy and Educational Options

Equity Impact:

Not applicable

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY**B. PROFESSIONAL SERVICES NO-COST MEMORANDUM OF UNDERSTANDING/ AMENDMENTS/ ASSIGNMENTS ALREADY AWARDED**
Item C**REGION NORTH AND SOUTH**

<u>CONTRACTOR / IDENTIFICATION NO.</u>	<u>DESCRIPTION</u>	<u>CONTRACT TERM</u>	<u>SITE</u>	<u>AMOUNT</u>
Kokomo Solutions Inc. / C6788	Telehealth Services	10/01/24 – 06/30/29	All schools in Regions North and South	\$0
Fringe Benefits Theatre / C3996	Theatre for Social Justice Residency Program	09/20/24 – 04/26/25	32nd Street EL School/USC Magnet	\$0

DIVISION OF INSTRUCTION

USC Viterbi K-12 STEM Center / C3391	Science, Technology, Engineering, and Math (STEM) Outreach Programs	08/26/24 – 06/27/25	LAUSD Schools with STEM Center Programs (43)	\$0

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY**DIVISION OF SPECIAL EDUCATION**

New Horizons / C3979	Travel Training Program	09/01/24 – 08/31/29	Leichman Career Preparatory and Transition Center; Lowman Special Educational Center and Career Transition Center; Miller Career and Transition Center	\$0

B. PROFESSIONAL SERVICES NO-COST MEMORANDUM OF UNDERSTANDING/ AMENDMENTS/ ASSIGNMENTS ALREADY AWARDED**MEDICAL SERVICES DIVISION**

Los Angeles County Department of Public Health / C6818	Wellbeing Centers	06/28/24 – 06/27/29	Districtwide	\$0
Planned Parenthood Los Angeles / C6819	Comprehensive Reproductive Health Services	06/19/24 – 08/30/24	Districtwide	\$0
Planned Parenthood Los Angeles / C6817	Comprehensive Reproductive Health Services	08/31/24 – 10/31/24	Districtwide	\$0

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY**Item D – September 2024****C. PROFESSIONAL SERVICES NOT EXCEEDING \$250,000** **SEPT. 2024 = \$5,034,853**
YTD = \$9,746,869

The contract actions represented below are those actions put in place within each sponsoring school's or division's approved budget. These delegated procurement methods represent streamline ordering tools that assist schools and offices in meeting immediate mission-essential needs for professional services.

	<u>September</u> <u>Qty of POs</u>	<u>YTD</u> <u>Qty of POs</u>	<u>September Total</u>	<u>YTD</u> <u>Total</u>
Purchase Orders – <i>September 2024</i>	587	968	\$5,034,853 <i>(Median - \$5,100)</i>	\$9,746,869

D. GOODS AND GENERAL SERVICES NOT EXCEEDING \$250,000 **SEPTEMBER 2024 = \$49,406,682**
YTD = \$107,549,295

The contract actions represented below are those actions put in place within each sponsoring school's or division's budget. These delegated procurement methods represent streamline ordering tools that assist schools and offices in meeting immediate mission-essential needs for goods or general services.

	<u>September</u> <u>Qty of POs/</u> <u>Transactions</u>	<u>YTD</u> <u>Qty of POs/</u> <u>Transactions</u>	<u>September Total</u>	<u>YTD</u> <u>Total</u>
<i>Purchase Orders – September 2024</i>	3,746	9,866	\$17,770,263 <i>(Median – \$1,209)</i>	\$44,253,663
DISTRICT CARD TRANSACTIONS (i.e., P- Card, Fuel Card, Toshiba Card, etc.) – <i>September 2024</i>	15,358	34,261	\$7,614,249 <i>(Median - \$109)</i>	\$15,725,125
Rental Facilities – <i>September 2024</i>	4	8	\$102,445 <i>(Median - \$15,625)</i>	\$210,638
Travel/Conference Attendance - <i>September 2024</i>	36	92	\$64,391 <i>(Median – \$1,151)</i>	\$172,971
GENERAL STORES DISTRIBUTION CENTER – <i>September 2024</i>	159	380	\$3,142,507 <i>(Median - \$6,898)</i>	\$7,185,835

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY**D. GOODS AND GENERAL SERVICES NOT EXCEEDING \$250,000**

SEPTEMBER 2024 = \$49,406,682
YTD = \$107,549,295

The contract actions represented below are those actions put in place within each sponsoring school's or division's budget. These delegated procurement methods represent streamline ordering tools that assist schools and offices in meeting immediate mission-essential needs for goods or general services.

BOOK/INSTRUCTIONAL MATERIAL PURCHASE ORDERS (BPO) – <i>September 2024</i>	275	1,456	\$20,712,827 <i>(Median - \$4,095)</i>	\$40,001,063
GRAND TOTAL – <i>September 2024</i>				\$54,441,535

ATTACHMENT B
REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER
DELEGATED AUTHORITY

**A. APPROVAL OF PROFESSIONAL SERVICE
 CONTRACTS/AMENDMENTS/AUTHORIZATION
 TO INCREASE CONTRACT CAPACITY EXCEEDING \$250,000**

Item E

DIVISION OF INSTRUCTION

\$22,355,602

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
UNITE-LA	C2843-2	10/05/23 – 10/04/25	California Community Schools Partnership Program (100%)	\$176,007*

Approval of amendment to increase the capacity of a formally competed contract for UNITE-LA to serve as a convener for the Community Schools Steering Committee and Standing Committee, designed to engage community partners with the Community Schools Initiative.

The convener works to support the Community Schools Initiative on behalf of the 63 [Community Schools](#), which collectively serve 34,000 students in grades TK-12. Most of these schools are categorized on the Student Equity Needs Index (SENI) as High Need or Highest Need and approximately one-third are participants in the Black Student Achievement Plan (BSAP). The Community Schools strategy is a research-based whole school improvement strategy intended to transform the culture of schooling and thereby improve opportunities and outcomes.

UNITE-LA has done business with the District since 2019 and is specifically named in the [2022-2025 UTLA Bargaining Agreement](#), Article XXV-C, as providing support to the Community Schools Steering Committee. The Community Schools Steering Committee has worked without conflict and has evolved with the Community Schools initiative.

This contract aligns with the District's Strategic Plan Pillar 3: Engagement and Collaboration, specifically Priority: Strong Relationships. As the District engages our communities to support student needs and close equity gaps, this contract will allow for deeper, more transparent, and more equitable engagement to ensure locally authentic and empowered decision-making.

ATTACHMENT B
REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER
DELEGATED AUTHORITY

Initial Contract Value: \$176,007
 Amendment No. 1: \$0
 *Amendment No. 2: \$176,007
Aggregate Contract Value: \$352,014

Requester:

Cora Watkins, Director of Community Schools Initiative
 Division of Instruction

Equity Impact:

Component	Score	Score Rationale
Recognition	3	This contract affirmatively recognizes historical inequities by supporting work at the 63 designated Community Schools that were selected based on a rubric recognizing historical inequities.
Resource Prioritization	4	This contract effectively prioritizes resources based on student need as all Community Schools are selected with prioritization upon high needs schools in underserved communities.
Results	3	The contractor's support of LAUSD's Community Schools effort is likely to result in closed opportunity gaps as the vendor utilizes evidence-based strategies that will help drive the Districts' Community Schools Initiative. Based on national data, Community Schools have greater achievement gains and access to community supports for students than non-community schools.
TOTAL	10	

ATTACHMENT B
REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER
DELEGATED AUTHORITY

**A. APPROVAL OF PROFESSIONAL SERVICE
 CONTRACTS/AMENDMENTS/AUTHORIZATION
 TO INCREASE CONTRACT CAPACITY EXCEEDING \$250,000**

Item F

DIVISION OF INSTRUCTION (CONT.)

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Various Vendors*	C6752, C7014, C7015, C7017, C7018, C7019, C7021 through C7024, C7028, C7029, C7031 through C7042, C7050 through C7069 (RFP 2000003467)	12/01/24 – 06/30/26	Various per requesting school or office (100%)	\$10,000,000 (Previously approved by the Board on BOE Rep 319-20/21)

Approval of forty-four (44) formally competed contracts, procured through a Request for Proposals (RFP) to be added to the existing bench of 39 contracts** via a “refresh” process, to provide instruction in dance, music, theatre/film and or visual/media arts to supplement K-12 arts instruction in the District (“Arts Community Network” contract bench). The authority to increase or decrease the amounts of all [83 contracts](#) will be limited to the aggregate value of \$10,000,000.

These contracts will support the District’s Strategic Plan, Pillar 1B, that seeks to increase access to visual and performing arts programs at school sites.

The “refresh” solicitation received 105 proposals from 65 vendors of which 64 proposals from 44 vendors were deemed qualified. The source selection committee consisted of 13 District staff members from the Division of Instruction, with expertise in art education and instructional variations in grades K-12. The proposals were evaluated based on the following factors: qualification and experience of firm and personnel; quality/success of programs/services offered; understanding of student population and LAUSD schools to be serviced; quality of budget breakdown and rate schedule; Small Business Enterprise (SBE) participation; and Work-Based Learning Partnership (WBLP) plan. Forty-four contracts are recommended to be awarded to the highest scoring, qualified proposers.

ATTACHMENT B
REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER
DELEGATED AUTHORITY

The arts instructional services provided by this bench relate to the following pillars and priorities:

Pillar 1 – Academic Excellence

Through rigorous instruction in diverse arts disciplines, students will experience high quality instruction as well as enriching experiences. By engaging a bench of arts vendors to supplement district provided arts instruction and fill instructional gaps, we address and seek to eliminate opportunity gaps and to provide access and opportunity for students in their preparations for college and career.

Pillar 2 – Joy and Wellness

Well-implemented arts instruction creates welcoming and inclusive learning environments where individual expressive outcomes are nurtured and valued. In addressing the artistic processes of performing, creating, responding, and connecting the whole child is engaged aesthetically, kinesthetically, socially, affectively, and cognitively. Social-emotional skills are developed as students engage in collaborative and process-based activities, which support growth mindset, a sense of self-efficacy, a greater social awareness, and the ability to practice self-management in both group and individual work. Furthermore, research has shown that arts-rich schools have higher attendance rates, a clear indication of the place of arts in fostering social-emotional skills as well as academic/artistic opportunities.

*A Place Called Home; African Soul International (SBE); Aimee Art Productions; Artist Collective; ArtsUP LA; Bob Baker Marionette Theater; Brains & Motion Education, Inc.; Jerome Vincent Center, dba Inspiration 52 (SBE); Chloe and Maud Foundation, Inc.; Community Partners for LA Commons; Conga Kids; Create Now, Inc.; Dream a World Education, Inc.; East West Players, Inc.; Fresh Films, Inc.; Get Lit–Words Ignite, Inc.; Grand Performances; Heart of Los Angeles Youth, Inc.; LA Promise Fund; Latino Film Institute; Youth Cinema Project; Lifelong Learning, Inc.; Lucas Museum of Narrative Art; Mariachi Women's Foundation; Minibop Music (SBE); Mural Colors Inc. (SBE); Musicians at Play Foundation, Inc.; Oasis Companies International, dba Oasis Center International; Off the Wall Graffiti (SBE); Once Upon a Dance Inc. (SBE); Rediscover Center, Inc.; Rendil Holdings Inc., dba Embodiology (SBE); Play'N Around Theater Company (SBE); S. Olson Entertainment Inc. (SBE); School Yard Rap LLC; Spirit Series, Inc.; STEM from Dance; The Bloom Arts Foundation, Inc.; Harmony Project; The Michael's Daughter Foundation; The Plus Me Project; The Sacred Fools Theater; The Shakespeare Center of Los Angeles, Inc.; Woodcraft Rangers; Young Moviemakers of America LLC (SBE).

EXISTING CONTRACTORS:

** Young Producers Group, Inc. (SBE); Grand Vision Foundation; Gypsy Services (SBE); LA Master Chorale; San Pedro City Ballet (SBE); Fostering Dreams; 24th Street Theatre; Angels Gate Cultural Center; Ballroom Madness; Guild Opera Company; California Institute of the Arts; Lee Strasberg; Enrichment Works; Guitars In The Classroom; Inner-City Arts; LA Opera; LA Choreographers & Dancers; Mobile Film Classroom; PS Arts; Dance And Dialogue; Social And

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

Public Art Resource Center (SPARC); Southland Sings; Symphonic Jazz Orchestra; The Actor's Gang; The Music Center; Universoul Hip Hop; The Gabriella Foundation; Heidi Duckler Dance Theatre; Lead Guitar; Invertigo Dance; Festival of New American Musical; The Unusual Suspects Company; Theatre Of Hearts, Inc.; Education through Music-LA; Better Youth, Inc. (SBE); ArtworxLA; Geffen Playhouse; Theater Works USA; Versa-Style (SBE); Young Storytellers.

Aggregate Value For Eighty-Three (83) Contracts: \$10,000,000

Requester:

Dr. Frances Baez, Chief Academic Officer
Division of Instruction

Equity Impact:

Component	Score	Score Rationale
Recognition	4	The Arts Community Network contract actively recognizes and seeks to correct historical inequities by providing greater access to arts instruction to all students in our district, including targeted student populations. The ACN approval process takes into consideration potential partners' commitment to and experience in working with targeted student populations. ACN vendors are encouraged to reference SENI data to guide their allocation of services.
Resource Prioritization	4	Resources are effectively prioritized based on student need. Funding for arts instructional opportunities lies at the individual school sites ensuring student need is the driving force.
Results	3	To date, data compiled from Arts Community Network impact reports and distribution spreadsheets shows that Arts Community Network partnerships have closed opportunity gaps throughout the District by providing arts instructional opportunities to students at traditional, opportunity and special education centers and by servicing schools throughout the District. By expanding the bench, the potential for continued and increased opportunities exists. We are working to better operationalize the collection of student data to identify and map the distribution of services among school communities.
TOTAL	11	

ATTACHMENT B
REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER
DELEGATED AUTHORITY

**A. APPROVAL OF PROFESSIONAL SERVICE
 CONTRACTS/AMENDMENTS/AUTHORIZATION
 TO INCREASE CONTRACT CAPACITY EXCEEDING \$250,000**

Item G

DIVISION OF INSTRUCTION (CONT.)

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Bound to Stay	C4040	11/20/24 –	Various	\$10,000,000
Bound Books Inc.;	C4041	11/19/29	per	
Children’s Plus,	C4042	includes two (2)	requesting	
Inc.;	C4043	one-year renewal	school	
Delaney	C4044	options	or	
Educational	C4045		office	
Enterprises, LLC;	C4046		(100%)	
Follett Content	(RFP			
Solutions, LLC;	2000003564)			
Mackin Book				
Company, dba				
Mackin Educational				
Resources;				
OverDrive Inc.;				
Hertz-New Method,				
Inc., dba Perma-				
Bound Books				

Approval of formally competed bench of seven (7) contracts, procured through a Request for Proposals (RFP) process, to provide shelf-ready library books for school libraries Districtwide. Shelf-ready books are cataloged and processed according to District specifications, including barcodes, machine-readable cataloging (MARC) records, and spine labels. When library books arrive cataloged and processed, they can be made available for student checkout immediately. The authority to increase or decrease the amounts of these contracts will be limited to the aggregate value of \$10,000,000.

Ongoing investment in new books is essential to maintain a high-quality library collection. To maintain a high-quality collection, schools need to regularly purchase new books with the latest information on engaging topics. Investing in library books empowers students by expanding access to knowledge, enhancing literacy, supporting curriculum, inspiring a love of reading, and promoting equity. By maintaining a diverse collection, schools create an inspiring learning environment that fosters academic growth and success for all students.

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

Eight proposals were received and seven were deemed qualified. The source selection committee consisted of two staff members from Library & Textbook Support, and three school-based staff members from Paul Revere Middle School, Van Nuys Elementary School, and Bell High School. The proposals were evaluated based on the following criteria: firm expertise and qualifications, availability of titles, quality of work, customer service, price proposal, Small Business Enterprise (SBE) participation, and Work-Based Learning Partnership plan. The selected proposals demonstrated strong qualifications, a wide range of titles, and a strong commitment to providing quality customer service to our libraries.

The proposed contractors have experience working with various school districts, including New York City Public Schools, Chicago Public Schools, Houston ISD, Miami-Dade County Public Schools, Capistrano Unified School District, Dallas ISD, Long Beach Unified School District, Lodi Unified School District, and Loudoun County Public Schools.

These contracts support the District's Strategic Plan Pillar 1: Academic Excellence, Enriching Experiences, and Eliminating Opportunity Gaps and Pillar 2: Joy and Wellness, Welcoming Learning Environment. This bench allows schools Districtwide the opportunity to acquire these services and materials from vendors who follow District Specifications, have a wide selection of titles, and provide exceptional customer service that ensures students can check out the exact library book they want.

Aggregate Five-Year Value For Seven (7) Contracts: \$10,000,000

Requester:

Dr. Frances Baez, Chief Academic Officer
Division of Instruction

Equity Impact:

Component	Score	Score Rationale
Recognition	3	Libraries can recognize historical inequities through their book collections by ensuring diverse representation, including books with critical perspectives and Indigenous knowledge. By actively addressing these issues, libraries foster a more inclusive and equitable learning environment.
Resource Prioritization	3	Purchasing library books empowers students by expanding access to knowledge, enhancing literacy skills, supporting curriculum, inspiring a love of reading, and promoting equity. By investing in a diverse collection, schools create a stimulating learning environment that fosters academic growth and success.
Results	4	Books play a vital role in closing student achievement gaps by providing equitable access to resources, fostering independent learning, supporting struggling readers, facilitating differentiated

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Component	Score	Score Rationale
		instruction, and collaborating with teachers to integrate library resources into the curriculum. These efforts empower students to become self-directed learners, develop critical thinking skills, and achieve their full potential.
TOTAL	10	

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITYA. APPROVAL OF PROFESSIONAL SERVICE
CONTRACTS/AMENDMENTS/AUTHORIZATION TO INCREASE CONTRACT
CAPACITY EXCEEDING \$250,000**Item H**DIVISION OF INSTRUCTION (CONT.)

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Various Vendors*	4400008044 through 4400008049 4400008060 through 4400008069	03/01/20 – 02/28/25 includes two one-year renewal options	Various per requesting school or office (100%)	\$2,179,595**

*Achieve 3000, Inc.; Associates for Educational Success; Association for Supervision and Curriculum Development; Carnegie Learning, Inc.; CDW Government, LLC; College Entrance Examination Board, dba The College Board; Engage! Learning, Inc., dba engage21learn; InnovateEd, LLC; LDM Group: Advancing Equitable College Access; Learning Ovation, Inc. (SBE); Litlife, Inc.; National Math and Science Initiative, Inc.; Okapi Educational Publishing, Inc.; Partnership for Los Angeles Schools; Savvas Learning Company, LLC formerly known as Pearson K12 Learning, LLC; UCLA Center X

Authorization to increase contract capacity of 16 formally competed contracts by \$2,179,595 to provide professional development for California Content Standards and/or Advanced Placement/Pre-AP Instruction for the District's schools and offices for grades K-12. The authority to increase or decrease individual amounts of these contracts will be limited to the updated aggregate value of \$30,179,595.

The advent of the California Content Standards as the basis of instruction with the LAUSD requires an unprecedented level of preparation and training for teachers and school administrators to ensure that the District is meeting the goals of college and career readiness for all students.

The contracts align with the District's Strategic Plan Pillar 1A: Academic Excellence, High Quality Instruction and Pillar 1A3: Academic Excellence, Eliminating Opportunity Gaps.

Initial Aggregate Value: \$28,000,000

**Additional Authorized Value: \$2,179,595

Aggregate Value For Sixteen (16) Contracts: \$30,179,595

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Requester:

Dr. Frances Baez, Chief Academic Officer
 Division of Instruction

Equity Impact:

Component	Score	Score Rationale
Recognition	4	Vendors on CA Content Standards bench are intentional in their approach to address historical inequities. They achieve this through the following: • Asset-based, student-centered approach. • Cognitive Challenge and Engagement. • High Teacher Expectations. • Highly Qualified Coaches.
Resource Prioritization	4	The proposed increase will service 27 Priority Schools.
Results	3	Providing students with cognitively challenging tasks, growing teacher capacity to teach CA Content Standards through a student-centered approach that is asset based and encourages student discourse, and supporting administrators to develop capacity and provide actionable feedback to teachers that will accelerate student learning and close achievement gaps.
TOTAL	11	

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REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

A. APPROVAL OF PROFESSIONAL SERVICE CONTRACTS/AMENDMENTS/AUTHORIZATION TO INCREASE CONTRACT CAPACITY EXCEEDING \$250,000

Item I**FACILITIES SERVICES DIVISION**

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>\$4,500,000 AMOUNT</u>
L&R Group of Companies, dba Joe's Auto Parks	C6755 (RFP 2000003790)	01/01/25 – 12/31/29 includes two (2) one-year renewal options	General Funds (100%)	\$4,500,000

Approval of formally competed contract, procured through a Request for Proposals (RFP) process, to provide comprehensive parking management services at four parking lots serving two downtown District administrative sites. The parking lots are located at 333 S. Beaudry Ave. (Beaudry), 233 S. Beaudry Ave. (B2 Parking Structure), 1141 Huntley Drive (Huntley Outside Lot) and 115 – 125 S. Beaudry Ave. (Roybal Administrative Offices).

Parking attendant and day porter services at the above-mentioned sites are needed to ensure that central office employees and visitors have access to parking facilities. These services allow the District to continue stacking/aisle parking for approximately 350 cars daily (accommodating approximately 60% more cars) in the B2 Parking Structure, thus maximizing the number of vehicles that can park within parking facilities allocated for the LAUSD Administrative Headquarters Building.

The contractor will employ attendants to manage vehicle movement, ensuring safe and organized parking from 5:30 AM to 7:00 PM, Monday through Friday. They will also maintain detailed records of operations, submit regular reports, and address customer concerns promptly, with a focus on safety and professionalism. Their responsibilities include maintaining a secure key system for vehicle management. By partnering with a qualified provider, LAUSD aims to optimize parking facilities and enhance the overall experience for all users.

L&R Group of Companies dba Joe's Auto Parks has been selected as the provider for parking management services within the District. Their commitment to delivering comprehensive support and expertise in managing our parking operations will greatly enhance our ability to serve both staff and visitors. Trained attendants will ensure efficient vehicle flow and manage all aspects of our parking facilities, including maintenance and customer service. By adhering to District

ATTACHMENT B
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DELEGATED AUTHORITY

standards, they will establish a structured and effective parking management framework that prioritizes safety, cleanliness, and overall customer satisfaction.

A total of five proposals were received and all were deemed qualified. The source selection committee consisted of three subject matter experts from the Facilities Services Division. The proposals were evaluated based on the following factors: qualifications and experience of the firms, qualifications and experience of personnel, scope of work and staffing, transition plan/project approach, value added functions, cost/price, Small Business Enterprise (SBE) participation, and Work-Based Learning Plan. The selected vendor was the highest scored proposer and has been doing business with the District since January 2019.

Related Strategic Plan Pillar(s): Operational Effectiveness and Investing in Staff. Providing parking management services supports the efficient and safe parking operations within parking sites utilized by LAUSD Headquarters employees and visitors. In addition, services provided by this contract are an investment in staff's positive work experience at the Beaudry Headquarters Building.

Requester:

Issam Dahdul, Director of Facilities Asset Management
 Facilities Services Division

Equity Impact:

Not Applicable

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REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

A. APPROVAL OF PROFESSIONAL SERVICE CONTRACTS/AMENDMENTS/AUTHORIZATION TO INCREASE CONTRACT CAPACITY EXCEEDING \$250,000

Item J**OFFICE OF THE CHIEF STRATEGY OFFICER**

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	\$4,000,000 <u>AMOUNT</u>
Fifth Sun Pictures;	C6742	12/01/24 –	Various	
Schoolmint, Inc.;	C6781	11/30/27	per	\$4,000,000
VMA	C6782		requesting	
Communications;	C6783		school or	
Blenderbox;	C6784		office	
NTS	(RFP		(100%)	
Communications	2000003578)			

Approval of formally competed bench of five (5) contracts, procured through a Request for Proposals (RFP) process, to provide District schools and programs (including strategically selected K-12 schools, Early Education, and Adult Education programs) with a selection of vetted resources, including professional training, marketing tools, strategies, and targeted data services that will enable a strategic approach to increase enrollment and retention within the high-quality educational programs offered by LAUSD. Contractors will provide professional consultation and implementation services in the following areas: family engagement and student outreach, website design, marketing/communications including video production, data analysis, and program management. The authority to increase or decrease the amounts of these contracts will be limited to the aggregate value of \$4,000,000. Strategic Enrollment and Program Planning Office (SEPPPO) will coordinate with the schools and programs that access the approved vendors.

A critical area of focus for the District is Engagement and Collaboration, as it is a priority of the District to build strong relationships between families, students and their schools to improve student success, and to strengthen communication in order to ensure information is accessible to the community, as effective communication builds trusting relationships and further enables collaboration between families, students, staff and community members. The services provided by these vendors will increase the District's visibility in the community through outreach efforts, creative marketing and added social engagement. These services are needed to attract new students to notable District programs and improve retention rates. Once implemented, these efforts will also effectively contribute to making LAUSD a district of choice for families.

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Sixteen proposals were received and ten were deemed qualified. The source selection committee was comprised of six subject matter experts from Strategic Enrollment and Program Planning, Division of Adult and Career Education, and the Early Childhood Education Division. The proposals were scored based on the following evaluation criteria: experience and qualifications of firm and proposed personnel; cost/price; work plan; past performance and references, Work-Based Learning Plan; and Small Business Enterprise (SBE) participation. The five selected contractors were the highest scoring in the competitive range. All selected contractors met the minimum qualifications of having at least five (5) years of experience developing and executing integrated marketing campaigns, providing web or content design services, providing data-based analysis solutions and/or direct experience with student enrollment in schools or districts.

The District does not have a dedicated department, or personnel, with the capacity to work directly with multiple schools/programs and provide the media and marketing professional services the selected vendors can provide. School leaders routinely seek out these services to improve their school image in the community. Having Board approved vendors available to these schools under a bench contract will minimize the effort and risk to schools seeking to procure these services.

Students and staff will benefit by realizing stronger connections among themselves and increased participation from families and community members, and if successful, the District will make gains towards increased and sustained enrollment and retention.

These services align with:

Pillar 3 – Engagement and Collaboration by prioritizing communication and relationship building in effort to support student success.

Pillar 4 – District of Choice by focusing efforts to provide school leaders and district offices with the toolkits and resources for necessary for schools to support effective student recruitment efforts.

Requester:

Derrick Chau, Ph.D., Senior Executive Director,
Strategy and Innovation

Equity Impact:

Component	Score	Score Rationale
Recognition	4	SENI scores have been utilized in the metrics used for determining which schools could benefit from additional targeted support for addressing declining enrollment. Parents in communities with significant socio-economic needs generally do not have equitable access and awareness to navigate education options and how their

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Component	Score	Score Rationale
		children can access and benefit from enrolling in quality programs available.
Resource Prioritization	3	Schools can choose to procure the specific services based on their school/community enrollment needs and fit within their existing school budgets.
Results	3	By supporting the outreach and engagement opportunities through the services included in the bench contract, current and prospective school-age families in and around the school community will have increased access to quality educational programs, however this does not guarantee increased enrollment. The results can also help the school evaluate the effectiveness of their current programs or assess the value of new proposals.
TOTAL	10	

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REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY**B. APPROVAL OF PROFESSIONAL SERVICES REVENUE CONTRACTS/ AMENDMENTS/ AUTHORIZATION TO INCREASE CONTRACT CAPACITY EXCEEDING <\$500,000>****Item K****DIVISION OF SCHOOL OPERATIONS**

				<\$1,454,245 >
<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
The City of Los Angeles	C6741	07/01/24 – 06/30/25	Revenue	<\$1,454,245>

Approval of revenue contract with the City of Los Angeles, Economic and Workforce Development Department (EWDD) to provide supplemental funding for services aimed at reengaging students and improving educational and employment outcomes for youth, delivered through YouthSource Centers.

The YouthSource Centers, operated by the City of Los Angeles's EWDD and Workforce Investment Board (WIB), in collaboration with Los Angeles Unified School District (LAUSD) Student Support and Attendance Services, aim to reengage and support students aged 16-24 ("opportunity youth") who have dropped out of high school or graduated but are not yet enrolled in postsecondary education or employment. This partnership, established in 2012, strategically places LAUSD Pupil Services and Attendance (PSA) counselors within YouthSource Centers and America's Job Center of California (AJCC) location to provide comprehensive services. Through targeted outreach efforts and a youth-centered approach to assessment and referrals, the program identifies and assists opportunity youth particularly those in foster care, experiencing homelessness, involved in the juvenile justice system, or unemployed to improve educational, housing, mental health and employment access and outcomes. EWDD's expanded program includes a full time PSA Counselor who plays a crucial role in coordinating services and professional development between education, workforce development, and support services offered by different agencies involved in the Los Angeles Performance Partnership Pilot (LAP3) initiative.

Since 2012, this partnership has been dedicated to supporting and addressing the needs of our most vulnerable communities by providing Comprehensive Child Welfare and Attendance services to reintegrate students into various educational, workforce, and vocational training pathways. PSA Counselors focus on assisting students who are at the highest risk of dropping out and facilitate the re-engagement of those who have dropped out to bring them back into the education system. This revenue contract provides funding for 50% of the salaries for 19 LAUSD positions, including: 14 PSA Counselors co-located in City YouthSource Centers, three PSA Counselors co-located in

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County AJCC locations, one Lead PSA Counselor, and one Coordinator. Stationed at the Student Health & Human Services (SHHS) offices at Aragon Elementary, the Coordinator provides essential administrative support to the YouthSource PSA counselors, aligning efforts with city partnership goals to address youth disconnection. The Lead PSA Counselor and the PSA Coordinator offer guidance and assistance to the PSA counselors, ensuring comprehensive services for youth re-engagement, including counseling, mentorship, and resource access to support positive outcomes. Additionally, one full-time PSA Counselor to support the LAP3 PSA counselor is fully funded by this revenue contract.

The City of Los Angeles EWDD City partnership supports Pillar 1: Academic Excellence, through Priority 1C: Eliminating Opportunity Gaps by offering opportunities for intervention and alternative education options which also include employment opportunities. Pillar 2: Joy and Wellness, through Priority 2D: Outstanding Attendance by identifying root causes of disengagement and providing intervention support and services. Pillar 3: Engagement and Collaboration, through priority 3C: Leading for Impact by growing and leveraging partnerships.

Requester:

Andres E. Chait, Chief of School Operations
Student Support and Attendance Services
Division of School Operations

Equity Impact:

Component	Score	Score Rationale
Recognition	3	Student Support and Attendance Services addresses systemic inequalities through its collaboration with the City of Los Angeles EWDD, prioritizing the needs of students facing barriers to educational and employment opportunities. This partnership is committed to reintegrating students into educational, employment, and vocational pathways. It emphasizes equitable access for our most vulnerable students, including those in foster care, experiencing homelessness, pregnant or parenting youth by removing barrier to academic achievement and employment. Additionally, it focuses on improving and building partner and stakeholder capacity to serve opportunity youth, ensuring the best service delivery and quality services and supports.
Resource Prioritization	4	PSA Counselors are strategically co-located at community-based agencies in high need areas identified by the City of LA. This strategic placement enables staff to offer essential resources and connect students to services and networks within their community. Additionally, the

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Component	Score	Score Rationale
		LAP3 Counselor identifies gaps in services, cultivates new partnerships in underserved regions that may lack services.
Results	4	YouthSource PSA Counselors serve as a crucial safety net for disconnected youth, often serving as their final lifeline to reengage them into an educational setting to attain pathways to academic success. Counselors connect youth with essential resources, advocate for school enrollment and facilitate access to work opportunities that result in closing opportunity gaps.
TOTAL	11	

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REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

C. APPROVAL OF GOODS AND GENERAL SERVICES CONTRACTS/AMENDMENTS/ AUTHORIZATION TO INCREASE CONTRACT CAPACITY EXCEEDING \$250,000

Authority to award contracts for furnishing equipment, supplies, and general services. The total amount listed is a not-to-exceed contract authority and is based on an estimate since the expenditures made against contracts are based upon purchased and/or approved invoices.

Item L

FOOD SERVICES DIVISION \$535,983

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Horizon Software International LLC.	C4050	12/01/24 – 08/31/26	Kitchen Infrastructur e State Fund (100%)	\$535,983

Approval of a single source contract to provide continuing software license and maintenance for the District's Cafeteria Management System.

Food Services is currently in the process of replacing the existing Cafeteria Management System. To ensure relevant data and processes are transitioned smoothly, the new system needs to be operated in parallel with the existing system for a period of up to 20 months. This contract will ensure Food Services is able to continue serving meals, placing food orders, managing inventory, and submitting State/Federal reimbursement claims while the new replacement program is being implemented.

The vendor is the sole proprietor of the software and there are no reseller options or viable piggyback contracts.

The contract aligns with the Joy/Wellness and Operational Effectiveness Pillars of the LAUSD Strategic Plan. An active software license and maintenance contract will help keep the Cafeteria Management System performing efficiently, reduce risk of system performance issues, and keep cafeterias operating according to District standards.

The vendor has been doing business with LAUSD since 2013.

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DELEGATED AUTHORITY

Requester:

Manish Singh, Director of Food Services
 Food Services Division

Equity Impact:

Component	Score	Score Rationale
Recognition	3	Horizon Software enables menu planning, participation analysis, and other key areas to target student populations that may show historical inequities of accessing student meals.
Resource Prioritization	4	Horizon Software provides management of the cafeteria's data collection and reporting to operate the meal programs that feed all district students.
Results	4	Feeding District students aids in closing achievement gaps so children are ready to learn.
TOTAL	11	

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C. APPROVAL OF GOODS AND GENERAL SERVICES

CONTRACTS/AMENDMENTS/

AUTHORIZATION TO INCREASE CONTRACT CAPACITY EXCEEDING \$250,000

Authority to award contracts for furnishing equipment, supplies, and general services. The total amount listed is a not-to-exceed contract authority and is based on an estimate since the expenditures made against contracts are based upon purchased and/or approved invoices.

Item MINFORMATION TECHNOLOGY SERVICES

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>\$7,500,000 AMOUNT</u>
Advance Solutions Corp.	C4052 (IFB 2000003760)	01/01/25 – 06/30/29 includes two (2) one-year renewal options	General Fund - Hardware/ Software Maintenance (100%)	\$7,500,000

Approval of a formally competed contract, procured through an Invitation for Bid (IFB) process, for the purchase of ServiceNow licenses, maintenance, and training for the District's ITS Helpdesk.

This contract will supply the software licenses that enable LAUSD to efficiently log and track service request from families, community members, and employees. By implementing these licenses, the District will enhance its ability to manage inquiries and support needs effectively. Users will also be able to seek assistance from any location via the ServiceNow self-service portal and chatbot. The contract value supports the renewal of approximately 550 licenses over a period of four and a half years, and the capacity to purchase additional licenses as needed.

Six bids were received for this solicitation. Advance Solutions Corporation was the lowest responsive and responsible bidder. Advance Solutions Corporation has 16-year experience and has worked with Yale University, Rutgers University, and Georgia Tech. This vendor has not previously held any contracts with the District.

This proposed action aligns with Strategic Plan Pillar 3: Engagement and Collaboration, by enabling LAUSD helpdesk and offices to communicate and collaborate on the same platform to provide services to LAUSD stakeholders Districtwide.

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DELEGATED AUTHORITY

Requester:

Soheil Katal, Chief Information Officer
 Information Technology Services

Equity Impact:

Component	Score	Score Rationale
Recognition	2	The contract vaguely recognizes historical inequities. ServiceNow platform is purely data-driven and operates outside of any institutionalized idea of prejudice. The data collected in the system can be used to recognize trends and volume of each type of request. Some of these data can be helpful to identify historical inequities
Resource Prioritization	3	The contract prioritizes resources based on student needs. It prioritizes requests based on urgency and impact allows LAUSD to better respond to and resolve students' needs and parents' requests as it pertains to their devices and online learning solutions.
Results	3	The contract is likely to result in closed opportunity gaps and/or closing achievement gaps. ServiceNow platform and toolset enables LAUSD to log, track and quickly respond to and resolve any school/parent/student/employee issues. This effectively closes any opportunity gaps that may exist as it pertains to parent and student services.
TOTAL	8	

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**C. APPROVAL OF GOODS AND GENERAL SERVICES
CONTRACTS/AMENDMENTS/
AUTHORIZATION TO INCREASE CONTRACT CAPACITY EXCEEDING
\$250,000**

Authority to award contracts for furnishing equipment, supplies, and general services. The total amount listed is a not-to-exceed contract authority and is based on an estimate since the expenditures made against contracts are based upon purchased and/or approved invoices.

Item N**TRANSPORTATION SERVICES DIVISION** **\$5,681,278**

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
BusWest LLC	C7497 (IFB 2000003714)	12/02/24 – 08/08/25	General Funds (100%)	\$1,931,278

Approval of a formally competed contract, procured through an Invitation for Bid (IFB) process, to provide replacement CNG tanks and labor for one hundred 2011 Bluebird AARE, 65-passenger buses.

The execution of this contract will help ensure the District continues to support student instruction and extracurricular activities by transporting students and staff per their needs.

The solicitation received five bids, and the award was made to the lowest, responsive, and responsible bidder. The winning bidder has over 10 years of experience working with the District.

Replacing the CNG Tanks and related services align with the Operational Effectiveness Pillar 4 of the LAUSD Strategic Plan. This contracted service will help ensure that the District continues to provide reliable transportation services to students and staff in support of both instruction and extra-curricular activities.

Requester:

Daniel Kang, Director of Transportation
Transportation Services Division

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DELEGATED AUTHORITY

Equity Impact:

Component	Score	Score Rationale
Recognition	3	Will assist the District by creating a contract to replace expiring CNG tanks in 100 school buses
Resource Prioritization	4	Will assist the District by creating a contract to replace expiring CNG tanks in 100 school buses. Recourses provided will place priority toward maintaining safe reliable, cost-effective student transportation.
Results	3	The result will help bridge gaps and opportunities by keeping reliable buses and support vehicles delivering students to and from school.
TOTAL	10	

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REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

**C. APPROVAL OF GOODS AND GENERAL SERVICES CONTRACTS/AMENDMENTS/
AUTHORIZATION TO INCREASE CONTRACT CAPACITY EXCEEDING \$250,000**

Authority to award contracts for furnishing equipment, supplies, and general services. The total amount listed is a not-to-exceed contract authority and is based on an estimate since the expenditures made against contracts are based upon purchased and/or approved invoices.

Item O**TRANSPORTATION SERVICES DIVISION (CONT.)**

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
BusWest LLC	C4036 (IFB 2000003705)	12/01/24 – 11/30/29 includes two (2) one-year renewal options	General Funds (100%)	\$1,250,000

Approval of a formally competed contract, procured through an Invitation for Bid (IFB) process, for the purchase of Cummins Original Equipment Manufacturer (OEM) replacement parts for District bus and tractor fleet vehicle repairs.

Original Equipment Manufacturer parts contracts will ensure that frequently sourced fleet vehicle parts are readily available for purchase and at the lowest contracted unit price available. Without these contracts, Transportation Services Division will be unable to secure optimal pricing or ensure sufficient stock availability for LAUSD fleet vehicles.

The solicitation received three bids and the award was made to the responsive and responsible bidder with the highest percentage rate discount off of the Cummins OEM MSRP catalog. The awarded vendor is a current LAUSD contracted vendor for school bus parts. They also have contracts with Banning, Colton, and Kern County School Districts. They have been doing business with the District since at least 2013.

Replacement parts contracts align with the Operational Effectiveness Pillar 4 of the LAUSD Strategic Plan. The availability and lower cost of replacement parts contribute to Transportation Division's operational goal of ensuring that all fleet vehicles are functional and operational at any given time.

Requester:

Daniel Kang, Director of Transportation

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DELEGATED AUTHORITY

Transportation Services Division

Equity Impact:

Component	Score	Score Rationale
Recognition	3	Will assist the District by creating a contract to purchase OEM vehicle parts at a discounted rate.
Resource Prioritization	4	Recourses provided will place priority toward purchasing discounted OEM parts to assist in maintaining safe reliable, cost-effective student transportation.
Results	3	The result will help bridge gaps and opportunities by keeping reliable buses and support vehicles delivering students to and from school, delivering food & supplies, and keeping district maintenance vehicles in service.
TOTAL	10	

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**C. APPROVAL OF GOODS AND GENERAL SERVICES CONTRACTS/AMENDMENTS/
AUTHORIZATION TO INCREASE CONTRACT CAPACITY EXCEEDING \$250,000**

Authority to award contracts for furnishing equipment, supplies, and general services. The total amount listed is a not-to-exceed contract authority and is based on an estimate since the expenditures made against contracts are based upon purchased and/or approved invoices.

Item P**TRANSPORTATION SERVICES DIVISION (CONT.)**

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
H&H Auto Parts Wholesale	C5898 (IFB 2000003692)	12/01/24 – 11/30/29 includes two (2) one-year renewal options	General Funds (100%)	\$2,500,000

Approval of a formally competed contract, procured through an Invitation for Bid (IFB) process, for the purchase of Ford Original Equipment Manufacturer (OEM) replacement parts for fleet vehicle repairs.

A Ford OEM parts contract will ensure that frequently sourced fleet vehicle parts are readily available for purchase and at the lowest contracted unit price available. Without this contract, Transportation Services Division will be unable to secure optimal pricing or ensure sufficient stock availability for LAUSD fleet vehicles.

The solicitation received three bids, and the award was made to the responsive and responsible bidder with the highest percent rate discount off the Ford OEM MSRP catalog. The awarded vendor is a current LAUSD contracted vendor for fleet and truck parts, and have been doing business with the District since 2013. They also have contracts with the California Highway Patrol, County of Los Angeles, and Los Angeles Department of Water and Power.

A contract for replacement vehicle parts aligns with the Academic Excellence Pillar and the Operational Effectiveness Pillar of the LAUSD Strategic Plan. The availability and lower cost of replacement parts contribute to Transportation Division's operational goal of ensuring that all fleet vehicles are functional and operational at any given time.

ATTACHMENT B
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DELEGATED AUTHORITY

Requester:

Daniel Kang, Director of Transportation
 Transportation Services Division

Equity Impact:

Component	Score	Score Rationale
Recognition	3	Will assist the District by creating a contract to purchase Ford OEM vehicle parts at a discounted rate.
Resource Prioritization	4	Recourses provided will place priority toward purchasing discounted Ford OEM parts to assist in maintaining safe reliable, cost-effective student transportation.
Results	3	The result will help bridge gaps and opportunities by keeping reliable buses and support vehicles delivering students to and from school, delivering food and supplies, and keeping District maintenance vehicles in service.
TOTAL	10	

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REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

D. APPROVAL OF GOODS AND GENERAL SERVICES CONTRACTS

Authorize the utilization of a piggyback contract in effect. The proposed action complies with the Public Contract Code Sections 10299 and 20118, which allows school districts to utilize other governmental agencies' established contracts and does not change District Policies.

Item Q

DIVISION OF SCHOOL OPERATIONS

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Yondr Inc.	C6996 (TIPS RFP 240101)	11/22/24 – 06/30/25 coterminous with exercisable option years of the piggyback contracts, and subject to the exercise thereof.	General Funds (100%)	\$3,000,000

Approval of a piggyback contract through The Interlocal Purchasing System (TIPS) to provide cellular phone pouches and accessories to secondary schools.

The cell phone pouches and accessories will be available to all secondary schools to enhance classroom focus and foster a more engaged learning environment and meaningful in-person interactions. These specially designed pouches provide a secure and organized way for students to store their mobile devices, significantly reducing distractions and interruptions caused by constant notifications, messaging, and social media engagement during instructional time.

Yondr Inc. has 14 years of experience, and their pouches are being used in LAUSD Schools, West Philadelphia HS, and Dallas and Ohio courthouses.

The proposed action aligns with Strategic Plan Pillars

Pillar 1: Academic Excellence – high quality instruction – enriching experiences

Pillar 2: Joy and Wellness – Whole-child wellbeing – strong social – emotional skills

Pillar 3: Engagement and Collaboration – Strong relationships

ATTACHMENT B
REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER
DELEGATED AUTHORITY

Requester:

Andrés E. Chait, Chief of School Operations
 Division of School Operations

Equity Impact:

Component	Score	Score Rationale
Recognition	3	Access to this product will be across all Regions. Each school leadership team will be allowed to select a product to support with implementation of the Phone Free School Day Policy. This allows all secondary campuses to access the same products.
Resource Prioritization	3	School leadership teams will each identify a product to support the school's policy. This product will be one of several products accessible to all schools.
Results	3	Having access to a product that supports student mental health with having students access to securely locking their phones shall result in increased academic engagement and social interaction. With the option to this product, student engagement and learning shall increase based on the research.
TOTAL	9	

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

D. APPROVAL OF GOODS AND GENERAL SERVICES CONTRACTS

Authorize the utilization of a piggyback contract in effect. The proposed action complies with the Public Contract Code Sections 10299 and 20118, which allows school districts to utilize other governmental agencies' established contracts and does not change District Policies.

Item R

<u>LOS ANGELES SCHOOL POLICE DEPARTMENT</u>				\$2,015,305
<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Downtown Ford Sales	C4051 (Piggyback Contract # B19153311005, City of Sacramento)	One-Time Purchase	General Funds (100%)	\$2,015,305

Approval to purchase 37 new Ford Explorer Interceptor police vehicles for the District School Police Department via piggyback utilizing City of Sacramento Contract # B19153311005.

This piggyback contract purchase is needed to replace aging school police department vehicles. This purchase will replace a total of 33 standard police vehicles and four sergeant/lieutenant police vehicles, which are an average 18 years old with an average mileage of 145,429.

An electric model of the Ford Explorer Interceptor police vehicle is not currently available. At this time, the only fully electric vehicle that meets the required specifications for police vehicles is a Tesla, however this model was not selected due to the required charging time and cost.

There were two piggyback contracts assessed and the award was made to the lowest unit price contract that aligns with sponsor requirements. The award will be to a current LAUSD vendor who has been supplying the District with police vehicles and related services since 2016. They are currently contracted with the City of Sacramento.

The purchase of the Ford Explorer Interceptor police vehicles aligns with Pillar 4, Operational Excellence, and Pillar 5, Investing in Staff, of the LAUSD strategic plan. The procurement of new police vehicles will provide School Police with the necessary tools and equipment needed to safeguard and protect students, faculty/staff members, as well as District assets.

ATTACHMENT B
REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER
DELEGATED AUTHORITY

Requester:

Aaron Pisarzewicz, Interim Chief of Police
 Los Angeles School Police Department (LASPD)

Equity Impact:

Component	Score	Score Rationale
Recognition	3	Equity is about having quality education in neighborhood schools that have historically been underserved. The LASPD contributes to a safe learning environment when adequate resources are available to respond to service calls to these neighborhood schools.
Resource Prioritization	3	Resources effectively prioritize student needs by ensuring a consistent and reliable response to safety emergencies involving students and staff. When a student, staff member, parent, or school employee needs public safety support to provide a safe learning environment for the school community, the LASPD Service Model directly prioritizes that person's need for service through a direct and prioritized response.
Results	3	Resources will lead to improved safety in and around schools and allowing students and staff to work in a safe and tranquil environment to improve the educational process and focus on closing achievement gaps. Safe passages to school are created and accomplished by LASPD personnel in visibly identified emergency vehicles. A safe passage to school results in increased student attendance and achievement.
TOTAL	9	

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITYE. APPROVAL OF AFTER THE FACT TRANSACTIONS (ATF)

The transactions below are unauthorized commitments initiated by the sponsoring school or division without a formal contract or duly issued purchase order in place. This action require the Board to approve or reject the transactions to allow or deny issuance of payment to the vendor.

Item S**ATF REQUESTS RECEIVED JULY 2024 - SEPTEMBER 2024****\$3,253**

<u>CONTRACT OR</u>	<u>DESCRIPTION OF SERVICES</u>	<u>SERVICE DATES</u>	<u>REQUESTING SCHOOL/OFFICE</u>	<u>AMOUNT</u>
Dickinson Family Farms	Fruit	02/29/24, 03/06/24, 06/03/24	Food Services Division	\$800
Old Grove Orange	Produce	05/08/24	Food Services Division	\$553
RUSD Nutrition Services	Produce	05/08/24	Food Services Division	\$290
Fresno BIPOC	Produce	05/08/24	Food Services Division	\$1,610

TAB 2



Board of Education Report

File #: Rep-062-24/25, Version: 1

Approval of Facilities Contracts Actions
November 19, 2024
Procurement Services Division - Facilities Contracts

Action Proposed:

Ratify the Procurement Services Division (PSD) contract actions taken by Facilities Contracts under delegated authority as listed in Attachment “A” including: award of advertised construction contracts; award of job order contracts; approval of change orders; completion of contracts; award of informal contracts; award of architectural and engineering contracts; award of professional services amendment; extra services/amendments for architectural and engineering contracts and approve the proposed contract listed in Attachment B including hazardous materials and waste management services contracts and a Major Modernization Project contract at 32nd Street/USC Magnet School.

Background:

Facilities Contracts staff prepares monthly reports for contract actions necessary for the execution of projects approved by the Board and contained in the FSD Strategic Execution Plan (SEP), and for the maintenance and operation of District facilities in accordance with District policies and Board-delegated authority. As described in the November 12, 2013, Board Report #048-13/14 Informative, detailed information is provided on the Facilities Services website.

Expected Outcomes:

Approval of these items will allow services provided by these contracts to proceed in support of FSD projects, District policies and goals, and the Board-approved FSD-SEP.

Board Options and Consequences:

The Board can approve all actions presented or postpone selected actions pending receipt of additional information. Non-ratification of actions awarded under delegated authority in Attachment “A” will result in the immediate discontinuance of services. While non-ratification may be legally defensible, it will likely result in costly litigation over discontinued payments or if the District attempts to reclaim payments made to a vendor. District costs will likely increase as fewer contractors compete for future procurements.

Policy Implications:

This action does not change District policy and conforms to California Education Code section 17604 that permits the Board of Education to delegate authority for Facilities Contracts (Board Report #444-17/18), which the Board exercised on May 8, 2018.

Budget Impact:

The contract actions presented are within the budget authority previously approved by the Board. Unless indicated otherwise, all contract actions are Bond funded.

File #: Rep-062-24/25, Version: 1

Student Impact:

The contract actions will help ensure that the students are provided with safe and healthy environments, and up-to-date facilities that promote learning.

Equity Impact:

Not Applicable.

Issues and Analysis:

There are no policy implications on these agreements.

Attachments:

Attachment “A” - Ratification of Facilities Contracts Actions Awarded Under Delegated Authority

Attachment “B” - Approval of Facilities Contracts Actions Not Under Delegated Authority

Linked Materials

Previously adopted Board report(s) referenced:

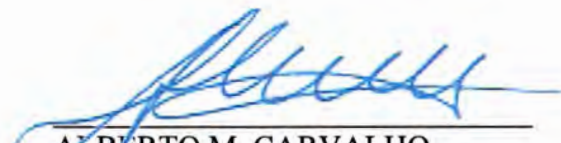
- In the background [Board Report No. 048-13/14 <](#)
<https://drive.google.com/file/d/1q-FUsW7AXKe8h0A4KY-J3OVby30HueD6/view>, dated November 12, 2013, Informative
- In the policy implications [Board Report No. 444-17/18 <](#)
<https://drive.google.com/file/d/16sRw7yPe-tScbr2wG8AMTWB9QSeiQazM/view>, dated May 8, 2018.

Informatives:

Not Applicable.

Submitted:

10/22/24

RESPECTFULLY SUBMITTED,


ALBERTO M. CARVALHO
Superintendent

APPROVED BY:


PEDRO SALCIDO
Deputy Superintendent,
Business Services & Operations

REVIEWED BY:


DEVORA NAVERA REED
General Counsel

APPROVED BY:

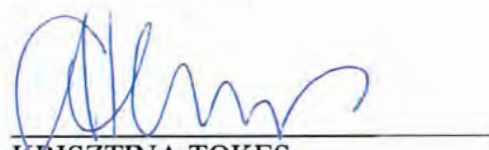

SUNG YON LEE
Deputy Chief Business Officer
Business Services and Operations

☒ Approved as to form.
REVIEWED BY:


NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

APPROVED & PRESENTED BY:


MATTHEW A. FRIEDMAN
Interim Chief Procurement Officer
Procurement Services Division

☒ Approved as to budget impact statement
REVIEWED BY:


KRISZTINA TOKES
Chief Facilities Executive

☒ Approved as to facilities impact

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

AWARD OF ADVERTISED CONSTRUCTION CONTRACTS

Item A

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>DESCRIPTION</u>	<u>CONTRACT TERM</u>	<u>AMOUNT</u>
Pinner Construction Company, Inc.	2410098 / C4019	<u>San Pedro HS</u> Comprehensive Modernization Project - Distressed Concrete Repair Board Member: <u>Tanya Ortiz Franklin</u>	09/30/24 – Completion	\$7,598,000 Bond Funds (100%)

Ratification of formally competed best-value contract to repair distressed concrete columns at San Pedro High School as part of the Comprehensive Modernization Project authorized on December 8, 2015 ([Board Report No. 292-21/22](#)).

During improvements to Classroom Building #3 of the Comprehensive Modernization Project, spalled concrete and exposed reinforcing steel in the columns were discovered, prompting the investigation and confirmation of similar distressed conditions in Buildings #1 (Admin) and #6 (Home Econ), which share the same construction and age. Engineers were engaged to assess the cause of the issues, determine structural stabilization methods, define necessary repairs, and develop protective measures for the concrete elements in the crawl space, with the repair procedures and a cathodic protection system approved by the Division of the State Architect (DSA).

The project will provide for repair of crawl space distressed columns and degraded perimeter skirt walls in Buildings #1, #3, & #6. Repair will require creating access to crawl space and soil excavation, shoring of roof and concrete floor systems to transfer loads from distressed columns, removal of spalled concrete and damaged rebar, installation of new rebar, cathodic protection, reinstallation of concrete to restore column/wall integrity, and slurry backfill, and restoration of concrete floors and concrete walls by infilling access openings after distressed concrete repairs are completed. Pillar 4 of the Strategic Plan is supported by this action.

The contractor has worked with the District since 1989.

Requester:

Steve Boehm, Interim Director of Facilities Project Execution
Facilities Services Division

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

AWARD OF ADVERTISED CONSTRUCTION CONTRACTS

Item B

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>DESCRIPTION</u>	<u>CONTRACT TERM</u>	<u>AMOUNT</u>
Best Contracting Services, Inc.	2410161 / C7009	<u>Westside Global Awareness Magnet Roofing Project</u> Board Member: <u>Nick Melvoin</u>	10/09/24 – Completion	\$684,160 Bond Funds (100%)

Ratification of formally competed contract to deliver a roofing replacement project at Westside Global Awareness Magnet as authorized on May 10, 2022 ([Board Report No. 292-21/22](#)).

The project will provide approximately 14,000 square feet of new roofing at 11 buildings, including the installation of new gutters and downspouts. Pillar 4 of the Strategic Plan is supported by this action.

The contractor has worked with the District since 1989.

Requester:

Greg Garcia, Interim Director of Facilities Maintenance & Operations
Facilities Services Division

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

**AWARD OF ADVERTISED CONSTRUCTION CONTRACTS NORTH REGION
BUNDLE \$3,446,089**
Item C

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>DESCRIPTION</u>	<u>CONTRACT TERM</u>	<u>AMOUNT</u>
NTT Data Americas, Inc.	2410164 C3995	Haddon Avenue ES	Various	\$161,578
	2410165 C3997	Canoga Park HS		\$320,666
	2410166 C4003	Parks LC		\$211,171
	2410167 C4005	Columbus Avenue ES		\$236,481
	2410168 C4006	Fulton College		\$574,836
	2410169 C4007	Preparatory		\$150,689
	2410170 C4010	Noble Avenue ES		\$167,275
	2410171 C4011	Blythe Street ES		\$417,753
	2410172 C4012	Mulholland MS		\$188,167
	2410173 C4015	Gridley Street ES		\$226,037
	2410174 C4016	Plummer ES		\$152,381
	2410175 C4017	San Fernando ES		\$179,395
	2410176 C4018	Aggeler HS		\$124,706
	2410177 C4021	Erwin ES		\$216,882
	2410178 C4022	Fair Avenue ES		\$118,072
		Liggett Street ES		

Ratification of fifteen (15) formally competed best-value contracts to provide video surveillance and monitoring systems Districtwide per District specifications. Contractors will also provide IP enabled intrusion alarm systems per District specifications.

These services provide operational effectiveness and modernize infrastructure. Pillar 4 of the Strategic Plan is supported by this action.

Contract Value: \$3,446,089 (Certificates of Participation 2023A Funds 100%)

Requester:

Soheil Katal, Chief Information Officer
Information Technology Services

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

AWARD OF ADVERTISED CONSTRUCTION CONTRACTS

Item D

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>DESCRIPTION</u>	<u>CONTRACT TERM</u>	<u>AMOUNT</u>
C&P Construction Development, Inc. (SBE)	2410184	<u>Canterbury ES</u> Underground Plumbing Board Member: <u>Kelly Gonez</u>	09/16/24 – Completion	\$3,290,000 Bond Funds (100%)

Ratification of formally competed best-value contract selected from six (6) bids received to deliver site improvements and underground plumbing at Canterbury ES as authorized on November 16, 2021 ([Board Report No. 112-21/22](#)).

The project will provide new underground water and sewer pipes serving the entire campus and a new water line at the heater room of the Kindergarten Building. Scope includes replacement of main irrigation piping, a new trash enclosure, and offsite sewer line connections. Pillar 4 of the Strategic Plan is supported by this action.

The contractor has worked with the District since 2002.

Requester:

Steve Boehm, Interim Director of Facilities Project Execution
Facilities Services Division

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

AWARD OF ADVERTISED CONSTRUCTION CONTRACTS

Item E

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>DESCRIPTION</u>	<u>CONTRACT TERM</u>	<u>AMOUNT</u>
Empire Construction Service, Inc. (SBE)	2410185 / C6791	<u>Bandini ES</u> Wall Structure Repair Board Member: <u>Tanya Ortiz</u> <u>Franklin</u>	10/10/24 – Completion	\$212,260 Restricted Routine Maintenance Funds (100%)

Ratification of formally competed contract selected from two (2) bids received to deliver a wall structure repair project at Bandini ES.

The project will repair retaining wall, pedestrian bridge, patching of spalling concrete and structural deterioration. Pillar 4 of the Strategic Plan is supported by this action.

The contractor is new to the District.

Requester:

Steve Boehm, Interim Director of Facilities Project Execution
Facilities Services Division

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

AWARD OF ADVERTISED CONSTRUCTION CONTRACTS

Item F

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>DESCRIPTION</u>	<u>CONTRACT TERM</u>	<u>AMOUNT</u>
Reliable Monitoring Services, dba RMS Construction (SBE)	2510002 / C4038	<u>Rosemont Avenue</u> <u>EEC</u> Fire Alarm & Restroom Upgrades Board Member: <u>Dr. Rocío Rivas</u>	10/09/24 – Completion	\$498,330 Bond Funds (100%)

Ratification of formally competed contract selected from four (4) bids received to deliver an accessible restroom and fire alarm system project at Rosemont Avenue EEC as authorized on November 14, 2017 ([Board Report No. 188-17/18](#)).

The project will upgrade the fire alarm and provide one (1) restroom that complies with the Americans with Disabilities Act (ADA). Pillar 4 of the Strategic Plan is supported by this action.

The contractor has worked with the District since 2023.

Requester:

Steve Boehm, Interim Director of Facilities Project Execution
Facilities Services Division

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

AWARD OF ADVERTISED CONSTRUCTION CONTRACTS

Item G

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>DESCRIPTION</u>	<u>CONTRACT TERM</u>	<u>AMOUNT</u>
Reyes Electrical Contractor, Inc., dba Reyes Engineering Corp (SBE)	2510008 / C6753	<u>95th Street ES</u> Critical Voluntary Barrier Removal Project Board Member: <u>Dr. George J. McKenna III</u>	10/07/24 – Completion	\$978,203 Bond Funds (100%)

Ratification of formally competed contract selected from six (6) bids received to deliver a barrier removal project at 95th Street ES as authorized on March 27, 2023 ([Board Report No. 183-22/23](#)).

The project will upgrade the following facilities to comply with the Americans with Disabilities Act (ADA) and improve program accessibility: one restroom, one concrete ramp, one existing ramp replacement with stairs, and one new stage lift with stage adapt. Pillar 4 of the Strategic Plan is supported by this action.

The contractor has worked with the District since 2008.

Requester:

Steve Boehm, Interim Director of Facilities Project Execution
Facilities Services Division

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

Item H**B. APPROVAL OF CHANGE ORDERS**September 2024 =
\$5,675,952

		<u>QUANTITY</u>	<u>AMOUNT</u>
	i. New Construction contract change orders that do not individually exceed 10 percent for September 2024 (Average Transaction: \$24,238 Median Transaction: \$15,943)	45	\$1,262,446
	ii. New Construction contract credit change orders for September 2024:	4	<\$74,777>
	iii. Existing Facilities contract change orders that do not individually exceed 15 percent for September 2024 (Average Transaction: \$11,221; Median Transaction: \$5,669):	377	\$4,691,807
	iv. Existing Facilities contract credit change orders for September 2024:	23	<\$203,524>
	v. Existing Facilities contract change orders that individually exceed 15 percent (but do not exceed 25 percent) for September 2024, requiring 75 percent approval by the Board:	0	\$0

C.	COMPLETION OF CONTRACTS – September 2024	5	\$9,435,197

D.	AWARD OF INFORMAL CONTRACTS (Not Exceeding \$114,500)		
	A & B Letters for September 2024 (Average Transaction: \$24,276; Median Transaction: \$14,500)	18	\$436,960

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

AWARD OF ARCHITECTURAL AND ENGINEERING CONTRACTS

Item I

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>DESCRIPTION</u>	<u>CONTRACT TERM</u>	<u>AMOUNT</u>
Harley Ellis Devereaux Corporation	2420051/ C3901	<u>East Los Angeles Occupational Center Classroom Replacement Project</u> Board Member: <u>Dr. Rocío Rivas</u>	09/17/24 – closeout	\$178,947 Bond Funds (100%)

Ratification of design contract procured via RFQ R-24025, to provide architectural and engineering services for site and infrastructure analysis for the East Los Angeles Occupational Center Classroom Replacement Project as authorized on April 9, 2024 ([Board Report No. 242-23/24](#)). The project includes but is not limited to the construction of approximately 14 new classrooms including six general classrooms, four Career Technical Education (CTE) Classrooms with four associated lab spaces, and support spaces.

The four CTE programs supported by the new classrooms include Dental Assistant, Medical Assistant, Pharmacy Technician, and X-Ray/Radiologic Technician. The project scope includes: demolition of eight existing relocatable classroom buildings that include 11 classrooms, administrative spaces, and a Los Angeles Unified Personnel Commission satellite office; site improvements include resurfacing/restriping the existing parking lot, new marquee, associated utility upgrades, landscaping, and hardscaping; facilities improvements necessary for the relocation of the existing Los Angeles Unified Personnel Commission satellite office, which may include but is not limited to, office partitions, utility upgrades, signage, and furniture at a new location to be determined; requirements from the Americans with Disabilities Act (ADA), DSA, California Environmental Quality Act (CEQA), Department of Toxic Substances Control (DTSC), or other improvements to ensure compliance with local, state, and federal requirements.

The contractor has worked with the District since 2006.

These services provide operational effectiveness and modernize infrastructure. Pillar 4 of the Strategic Plan is supported by this action.

Requester:

Issam Dahdul, Director of Facilities Planning and Development
Facilities Services Division

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

AWARD OF ARCHITECTURAL AND ENGINEERING CONTRACTS

Item J

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>DESCRIPTION</u>	<u>CONTRACT TERM</u>	<u>AMOUNT</u>
Timothy Chan Young, dba Chan Young Architects, dba CY Architects (SBE)	2520001/ C2750	<u>Palms MS</u> Classroom Upgrade Project Board Member: <u>Dr. George J. McKenna III</u>	09/03/24 – closeout	\$522,166 Bond Funds (100%)

Ratification of design contract procured via RFQ R-19012, to provide architectural and engineering services for site analysis, construction document development, construction documents, bidding/proposal and award, construction administration and closeout of the Palms Middle School Classroom Upgrade Project, as authorized on November 14, 2023 ([Board Report No. 111-23/24](#)). The project includes, but is not limited to, upgrades to classrooms including replacing damaged ceiling tiles, electrical upgrades, upgrades to technology, whiteboards, tack boards, window blinds, paint, and security locks.

The contractor has worked with the District since 2006 as a subconsultant. This is their first contract with the District as a prime architect.

These services provide operational effectiveness and modernize infrastructure. Pillar 4 of the Strategic Plan is supported by this action.

Requester:

Issam Dahdul, Director of Facilities Planning and Development
Facilities Services Division

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

Item K

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>DESCRIPTION</u>	<u>CONTRACT TERM</u>	<u>AMOUNT</u>
Studio Plus Architecture Corp. (formerly TDM Architects, Inc.) (SBE)	2520002/ C3906	<u>Sylmar Charter High School Major Modernization Project</u> Board Member: <u>Kelly Gonez</u>	09/12/24 – closeout	\$44,934 Bond Funds (100%)

Ratification of design contract procured via RFQ R-20014, to provide architectural and engineering services for site analysis, construction documents, bidding/proposal and award, construction administration and DSA certification for ADA work related to the Sylmar Academy Biotech Health & Engineering Magnet Medical Simulation Classroom Conversion Project, and required as part of the Sylmar Charter High School Major Modernization Project (Major Modernization Project), as authorized on November 15, 2022 ([Board Report No. 074-22/23](#)).

In order for the Major Modernization Project to obtain DSA approval, outstanding DSA applications for previous construction done at the site must all be DSA certified. To achieve DSA certification without negatively impacting the schedule for the Major Modernization Project, additional ADA improvements must be completed before the construction of the Major Modernization project can begin.

The contractor has worked with the District since 2013.

These services provide operational effectiveness and modernize infrastructure. Pillar 4 is supported by this action.

Requester:

Issam Dahdul, Director of Facilities Planning and Development
Facilities Services Division

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

AWARD OF PROFESSIONAL SERVICES CONTRACT AMENDMENT

Item L

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>DESCRIPTION</u>	<u>CONTRACT TERM INCLUDING THIS AMENDMENT</u>	<u>AMOUNT</u>
Blankinship & Associates, Inc.	2490002.01/C413 2490002.02/C413	Integrated Pest Management Manual Update	09/15/23 – 07/31/25	\$5,000* General Funds (100%)

Ratification of amendments to increase capacity and exercise option year of a competed contract to develop an updated Integrated Pest Management (IPM) policy and procedures manual for the District.

The contractor has worked with the District since 2023. Pillar 4 of the Strategic Plan is supported by this action.

Initial Contract Value:	\$ 95,000
*Amendment No. 1	\$ 5,000
*Amendment No. 2	OY1

Aggregate Contract Value: \$100,000

Requester:

Greg Garcia, Interim Director of Facilities Maintenance & Operations
Facilities Services Division

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

EXTRA SERVICES / AMENDMENTS FOR ARCHITECTURAL AND ENGINEERING CONTRACTS **\$2,208,272**

Item M

CONTRACT NOS.	1520004/C1134; 1520004/C1134; 1620142/C3075; 1620142/C3075; 1620142/C3075; 1620142/C3075; 1620147/C3026; 1620147/C3026; 1620147/C3026; 1720048/C2869; 1720048/C2869; 1820004/C2871; 1820004/C2871; 1820004/C2871; 1820025/C2943; 1820025/C2943; 1820025/C2943; 1820026/C2873; 1820026/C2873; 1820027/C3078; 1820027/C3078; 1820027/C3078; 1820030/C540; 1820031/C803; 1820031/C803; 1920002/C24; 1920019/C625; 1920023/C1140; 1920023/C1140; 1920023/C1140; 1920023/C1140; 1920023/C1140; 1920023/C1140; 2020004/C2777; 2020012/C3085; 2120140/C2952; 2120140/C2952; 2120140/C2952; 2120145/C3001; 2120145/C3001; 2220018/C2788; 2220021/C2878; 2220022/C3053; 2320011/C3101; 2320005/C3099; 2420006/C2917; 2420006/C2917; 2320019/C2802; 2420010/C2847; 2420011/C2848; 2420014/C420; 2420017/C2853; 2420020/C2935; 2420018/C3126; 2420043/C3072

Extra services are for design work that is not covered under the original Agreement. August and September Extra Services are listed at the following link: [BOE 062 Extra Services](#)

These services provide operational effectiveness and modernize infrastructure. Pillar 4 of the Strategic Plan is supported by this action.

ATTACHMENT B
APPROVAL OF CONTRACTS NOT UNDER DELEGATED AUTHORITY

A. APPROVAL OF TECHNICAL SERVICES TASK ORDER CONTRACTS (PCC 20118.5-.9) \$9,000,000

Item N

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>CONTRACT TERM</u>	<u>NOT-TO- EXCEED AMOUNT</u>
Advanced Chemical Transport, LLC LC (ACTenviro) Ancon Marine (d/b/a Ancon Services) Clean Harbors Environmental Services, Inc.	2590012/C5223	12/01/24 – 11/30/27 plus two (2) one-year renewal options	\$9,000,000 General Funds (85%) Bond Funds (15%)
	2590013/C5271		
	2590014/C5287		

Authorization to award three (3) formally competed task order contracts to provide hazardous materials and waste management services Districtwide procured via IFB R-25004. The authority to increase or decrease individual amounts for each contract is limited to \$3,000,000. Pillar 4 of the Strategic Plan is supported by this action.

Requester:

Carlos Torres, Director
Office of Environmental Health and Safety

**ATTACHMENT B
APPROVAL OF CONTRACTS NOT UNDER DELEGATED AUTHORITY**

B. APPROVAL OF ALTERNATIVE DESIGN-BUILD CONTRACT **\$19,143,147**

ITEM O

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
Charles Pankow Builders, Ltd.	2410159 / C7002	<u>32nd Street USC Magnet School</u> Major Modernization Project	\$19,143,147 Bond Funds (100%)

Board Member:
Dr. George J. McKenna III

Authorization to award a formally competed contract selected from three proposals received, procured via Alternative Design-Build procurement method (Education Code Sections 17250.60-17250.69), for the Major Modernization Project at 32nd Street School/USC Magnet (Project). The Major Modernization Project will provide safe and updated school facilities that support 21st century teaching and learning for approximately 900 K-12th grade students. Pillar 4 of the Strategic Plan is supported by this action.

The proposed contract delivers Phase 1 of a multi-phased project delivery method and is consistent with the project redefinition previously approved by the Board of Education on November 14, 2023 (Board Report 073-23/24). Under Phase 1, the contract with Charles Pankow Builders, Ltd., in partnership with the architecture firm QDG Incorporated (dba QDG Architecture), will provide the design and pre-construction services for the Project. A contract amendment to provide Phase 2 of the work, which will include construction services based on a mutually agreed Guaranteed Maximum Price will be subsequently presented to the Board of Education for approval prior to the Project proceeding into construction.

Contractor is new to the District.

[Click here to view project scope, schedule, and budget](#)

Contract Term: Contract execution through DSA certification and closeout

Contract Value: \$19,143,147

Requester:

Issam Dahdul, Deputy Director of Asset Management
Facilities Services Division

[Return to Order of Business](#)

TAB 3



Board of Education Report

File #: Rep-102-24/25, Version: 1

Define and Approve Two Projects to Provide Critical Replacements and Upgrades of School Building/Site Systems and Components and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein

November 19, 2024

Facilities Services Division

Action Proposed:

Define and approve two projects to provide critical replacements and upgrades of school building/site systems and components, as listed on Exhibit A, and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein. The total combined budget for these proposed projects is \$12,232,911.

Authorize the Chief Procurement Officer and/or the Chief Facilities Executive and/or their designee(s) to execute all instruments necessary, as legally permissible, to implement the proposed projects, including budget modifications and the purchase of equipment and materials.

Background:

Priorities for the expenditure of capital funding are evaluated to ensure the District's most pressing priorities are being addressed. More than 60 percent of Los Angeles Unified School District (Los Angeles Unified or District) school buildings were built more than 50 years ago, with more than \$80 billion of unfunded school facilities needs identified Districtwide, and these needs grow every year. As the District's capital needs far exceed available funding, the most pressing unfunded critical needs will continue to be addressed based on an evaluation of known facilities conditions and needs at schools. Projects developed under this category of need, Critical Replacements and Upgrades of School Building/Site Systems and Components, will replace failing building systems that create safety concerns and are disruptive to school operations. Systems in the worst condition, especially those that pose a safety hazard and/or will negatively impact school operations and other building systems if not addressed, will be addressed first.

The project proposals contained in this Board Report align with these priorities. Exhibit A includes two projects to provide roofing replacement at Dorsey High School and Drew Middle School.

Bond Oversight Committee Recommendations:

This item was considered by the School Construction Bond Citizens' Oversight Committee (BOC) at its meeting on November 7, 2024, as referenced in Exhibit B. The presentation that was provided is included as Exhibit C. Staff has concluded that this proposed Facilities SEP amendment is in alignment with BOC recommendations and will facilitate Los Angeles Unified's ability to successfully implement the Facilities SEP.

Expected Outcomes:

Staff anticipates that the Board of Education will adopt the proposed amendment to the Facilities SEP to define and approve two projects that address critical replacement and upgrade needs. Approval will authorize staff to proceed with the implementation of the proposed projects to improve student health, safety, and educational quality.

Board Options and Consequences:

Adoption of the proposed action will authorize staff to proceed with the expenditure of Bond Program funds to undertake the proposed projects in accordance with the provisions set forth in Los Angeles Unified local bond measures K, R, Y, Q, and RR. If the proposed action is not approved, Bond Program funds will not be expended, and critical replacement and upgrade needs will remain unaddressed.

Policy Implications:

The proposal is consistent with Los Angeles Unified's long-term goal to address unmet school facilities needs and significantly improve the conditions of aging and deteriorating school facilities as described in Los Angeles Unified local bond measures. The proposed action advances Los Angeles Unified's 2022-2026 Strategic Plan, Pillar 4 Operational Effectiveness, Modernizing Infrastructure by providing critical replacements and upgrades at schools.

Budget Impact:

The total combined budget for the two proposed projects is \$12,232,911 and will be funded with Bond Program funds earmarked specifically for critical replacements and upgrades of school building/site systems and components.

Each project budget was prepared based on the current information known and assumptions about the proposed project scopes, site conditions, and market conditions. Individual project budgets will be reviewed as new information becomes known or unforeseen conditions arise and will be adjusted accordingly to enable the successful completion of each project.

Student Impact:

Approval of the proposed projects enables the District to continue ongoing efforts to undertake facilities improvements that help ensure the approximately 1,600 current and future students attending these two schools are provided with a safe school environment that promotes teaching and learning.

Equity Impact:

Building components/systems in the worst condition, especially those that pose a safety hazard and/or negatively impact school operations and other building systems if not addressed, will be addressed first.

Issues and Analysis:

It may be necessary to undertake feasibility studies, site analysis, scoping, and/or due diligence activities on the proposed projects prior to initiating design. As necessary, the Office of Environmental Health and Safety (OEHS) will evaluate the proposed projects in accordance with the California Environmental Quality Act (CEQA) to ensure compliance. If, through the planning and design process, it is determined the proposed project scopes will not sufficiently address the critical needs identified, the project scope, schedule, and budget will be revised accordingly.

File #: Rep-102-24/25, Version: 1

Attachments:

Exhibit A - Projects to Replace Failing Building Systems that Create Safety Concerns and are Disruptive to School Operations

Exhibit B - BOC Resolution

Exhibit C - BOC Presentation

Informatives:

None

Submitted:

10/16/24

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

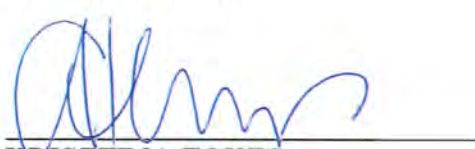
APPROVED BY:

PEDRO SALCIDO
Deputy Superintendent,
Business Services and Operations

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

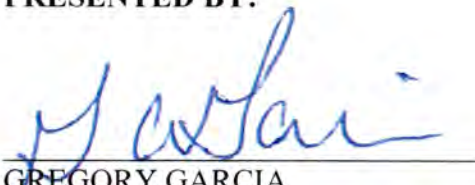
APPROVED BY:

KRISZTINA TOKES
Chief Facilities Executive
Facilities Services Division

REVIEWED BY:

NOLBERTO DELGADILLO
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

PRESENTED BY:

GREGORY GARCIA
Interim Director of Facilities
Maintenance and Operations
Facilities Services Division

**LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report**

**Exhibit A
Projects to Replace Failing Building Systems that
Create Safety Concerns and are Disruptive to School Operations**

1. Dorsey High School Roofing Replacement Project

- *Region South, Board District 1*
- *Project Scope:* This project replaces approximately 180,000 square feet of deteriorated roofing on 25 buildings and arcades at Dorsey High School and three buildings at the adjacent View Park Continuation High School. The project includes replacing roof hatches, skylights, damaged wood, and the installation of new gutters and downspouts.
- *Project Budget:* \$7,117,761
- *Construction Schedule:* Construction is anticipated to begin in Q3-2025 and be completed by Q2-2026.

2. Drew Middle School Roofing Replacement Project

- *Region South, Board District 7*
- *Project Scope:* This project replaces approximately 140,000 square feet of deteriorated roofing on 16 buildings. The project includes replacing damaged wood and installation of new gutters and downspouts.
- *Project Budget:* \$5,115,150
- *Construction Schedule:* Construction is anticipated to begin in Q3-2025 and be completed by Q2-2026.

SCHOOL CONSTRUCTION BOND CITIZENS' OVERSIGHT COMMITTEE

D. Michael Hamner, FAIA, Chair
American Institute of Architects
Robert Campbell, Vice-Chair
L.A. Co. Auditor-Controller's Office
Dr. Samantha Rowles, Secretary
LAUSD Student Parent
Patrick MacFarlane, Executive Committee
Early Education Coalition
Scott Pansky, Executive Committee
L.A. Area Chamber of Commerce

Joseph P. Buchman – Legal Counsel
Burke, Williams & Sorensen, LLP
Lori Raineri and Keith Weaver – Oversight Consultants
Government Financial Services Joint Powers Authority

Neelura Bell
CA Charter School Association
Sandra Betts
CA Tax Reform Assn.
Chad Boggio
L.A. Co. Federation of Labor AFL-CIO
Aleigh Lewis
L.A. City Controller's Office
Jennifer McDowell
L.A. City Mayor's Office
Brian Mello
Assoc. General Contractors of CA
Santa Ramirez
Tenth District PTSA

William O. Ross IV
31st District PTSA
Dr. Bevin Ashenmiller (Alternate)
Tenth District PTSA
Ashley Kaiser (Alternate)
Assoc. General Contractors of CA
Connie Yee (Alternate)
L.A. Co. Auditor-Controller's Office
Vacant
Senior Citizens' Organization
Vacant
LAUSD Student Parent

Timothy Popejoy
Bond Oversight Administrator
Perla Zitle
Bond Oversight Coordinator

RESOLUTION 2024-34**BOARD REPORT NO. 102-24/25**

**RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE TWO PROJECTS
TO PROVIDE CRITICAL REPLACEMENTS AND UPGRADES OF SCHOOL
BUILDING/SITE SYSTEMS AND COMPONENTS AND AMEND THE FACILITIES
SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN**

WHEREAS, District Staff proposes that the Board of Education (Board) define and approve two projects that provide critical replacements and upgrades (Projects) with a combined budget of \$12,232,911 as described in Board Report 102-24/25 attached hereto, and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein, and

WHEREAS, District Staff also requests that the Board authorize the Chief Procurement Officer and/or the Chief Facilities Executive, and/or their designee(s), to execute all instruments necessary, as legally permissible, to implement the proposed projects, including budget modifications and the purchase of equipment and materials; and

WHEREAS, Projects developed under the School Upgrade Program category of need, Critical Replacements and Upgrades of School Building/Site Systems and Components, will replace failing building systems that create safety concerns and are disruptive to school operations. Systems in the worst condition, especially those that pose a safety hazard and/or will negatively impact school operations and other building systems if not addressed, will be addressed first; and

WHEREAS, The proposed Projects include two projects to provide roofing replacement at Dorsey High School and Drew Middle School; and

WHEREAS, The proposed Projects are consistent with the Los Angeles Unified School District (Los Angeles Unified or District)'s long-term goal to address unmet school facilities needs and significantly improve the conditions of aging and deteriorating school facilities as described in Los Angeles Unified local bond measures; and

RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE TWO PROJECTS TO PROVIDE CRITICAL REPLACEMENTS AND UPGRADES OF SCHOOL BUILDING/SITE SYSTEMS AND COMPONENTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN

WHEREAS, District Staff has determined that the proposed Projects are necessary to improve student health, safety, and educational quality; and

WHEREAS, the Board of Education's approval of the proposed Projects will authorize District Staff to proceed with the expenditure of bond funds to undertake the Projects in accordance with the provisions set forth in Los Angeles Unified local bond measures K, R, Y, Q, and RR; and

WHEREAS, the District's Office of the General Counsel has reviewed the proposed Projects and determined that they may proceed to the School Construction Citizens' Bond Oversight Committee (BOC) for its consideration for recommendation to the Board of Education; and

WHEREAS, District staff has concluded that this proposed Facilities SEP amendment will facilitate Los Angeles Unified's ability to successfully complete the Facilities SEP.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The BOC recommends that the Board of Education define and approve two projects that provide critical replacements and upgrades with a combined budget of \$12,232,911 and amend the Facilities SEP to incorporate therein, as described in Board Report 102-24/25, a copy of which is attached hereto in the form it was presented to the BOC and is incorporated herein by reference.
2. This resolution shall be transmitted to the Los Angeles Unified School District Board of Education and posted on the BOC's website.
3. The District is directed to track the above recommendation and to report on the adoption, rejection, or pending status of the recommendations as provided in section 6.2 of the Charter and Memorandum of Understanding between the BOC and the District.

ADOPTED on November 7, 2024, by the following vote:

AYES: 9

ABSTENTIONS: 0

NAYS: 0

ABSENCES: 4

/Robert Campbell/

Robert Campbell
Vice-Chair

/Samantha Rowles/

Dr. Samantha Rowles
Secretary



Critical Replacements and Upgrades of School Building/Site Systems and Components

Bond Oversight Committee Meeting
November 7, 2024

Critical Replacements and Upgrades

Item	Board District	Region	School	Description	Anticipated Construction Start	Anticipated Construction Completion	Project Budget
1	1	South	Dorsey High School	Roofing Replacement	Q3-2025	Q2-2026	\$7,117,761
2	7	South	Drew Middle School	Roofing Replacement	Q3-2025	Q2-2026	\$5,115,150
Total:							\$12,232,911

Dorsey High School

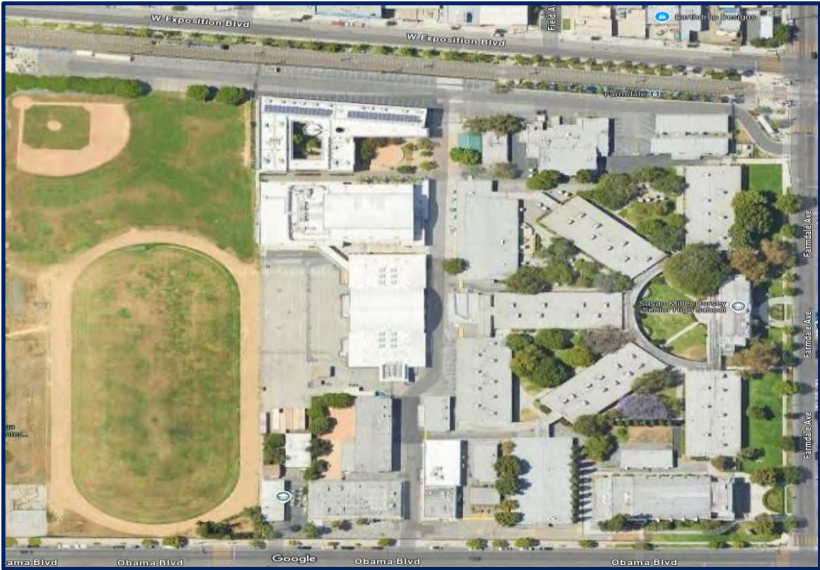
Roofing Replacement

Project Scope:

- Replace approximately 180,000 square feet of deteriorated roofing on 28 buildings and arcades at Dorsey HS and the adjacent View Park Continuation HS
- Replace roof hatches, skylights, and damaged wood
- Install new gutters and downspouts

Construction Schedule: Q3-2025 to Q2-2026

Project Budget: \$7,117,761



Plans	0.4%
Construction	89.0%
Management	2.6%
Other/Reserve	8.0%



Drew Middle School

Roofing Replacement

Project Scope:

- Replace approximately 140,000 square feet of deteriorated roofing on 16 buildings
- Replace damaged wood and install new gutters and downspouts

Construction Schedule: Q3-2025 to Q2-2026

Project Budget: \$5,115,150



Plans	0.4%
Construction	89.0%
Management	2.6%
Other/Reserve	8.0%



Questions?

[Return to Order of Business](#)

TAB 4



Board of Education Report

File #: Rep-103-24/25, Version: 1

Define and Approve Two Accessibility Enhancement Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein

November 19, 2024

Facilities Services Division and Division of Special Education

Action Proposed:

Define and approve two accessibility enhancement projects at Coliseum Street Elementary School and Mayall Academy of Arts & Technology Magnet Elementary School, as described in Exhibit A, to support the implementation of the Board of Education (Board) approved Self-Evaluation and Transition Plan (Transition Plan) under the Americans with Disabilities Act (ADA) and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein. The total combined budget for the two proposed projects is \$13,816,850.

Authorize the Chief Procurement Officer and/or the Chief Facilities Executive and/or their designee(s) to execute all instruments necessary, as legally permissible, to implement the proposed projects including budget modifications and the purchase of equipment and materials.

Background:

On October 10, 2017, the Board approved the Transition Plan under the Americans with Disabilities Act to further Los Angeles Unified efforts to comply with ADA Title II program accessibility requirements. The Transition Plan outlined Los Angeles Unified's proposed approach to providing program accessibility, which considers the characteristics of Los Angeles Unified, student population, variety of educational programs, as well as the existing level of accessibility. The Transition Plan established a specific approach and goals for achieving program accessibility within eight years through facility modifications and operational means.

Under the Transition Plan, each school is assigned to one of three levels of accessibility (Category One, Two, or Three) based on assessments of more than two dozen criteria including school programs, matriculation options, feeder pattern, geographic location, known (or anticipated/matriculating) population of students with disabilities or parents/guardians with disabilities, type of instructional model, and public input. The assigned category reflects the level of accessibility the site needs to meet. Schools that do not yet meet the criteria for their assigned category will undergo accessibility improvements and are prioritized for project development based on the criteria mentioned above. The three categories of accessibility are as follows:

- Category One: These are "key" schools and will have the highest level of access, generally in accordance with applicable physical accessibility standards. Category 1A will provide "full accessibility" for the schools that were built to new construction standards, while Category 1B will provide "high accessibility" for schools that have been altered with some limited exceptions.
- Category Two: These will be "program-accessible" schools. The core spaces and features of these schools would be made accessible; in addition, program accessibility would be provided to all programs and activities at the school.

- Category Three: These schools will have “core access,” which means that the core spaces (certain common spaces) would be made accessible, to ensure a basic level of access to the building. These include, for example, parking, the main entrance and main office, assembly areas, and some restrooms.

The two school sites for which an accessibility enhancement project is being proposed do not yet meet their assigned category/level of accessibility and thus require facilities improvements. The scope, schedule, and budget for each proposed project reflects the existing known conditions at each school site and the improvements necessary to meet each schools’ assigned category of accessibility. The conditions of significance include acreage, topography, square footage, existence of multi-story buildings, age of buildings, as well as the number of schools, programs, features, and activities at a school site.

Bond Oversight Committee Recommendations:

This item was considered by the School Construction Bond Citizens’ Oversight Committee (BOC) at its meeting on November 7, 2024, as referenced in Exhibit C. The presentation that was provided is included as Exhibit D. Staff has concluded that this proposed Facilities SEP amendment is in alignment with BOC recommendations and will facilitate Los Angeles Unified’s ability to successfully complete the Facilities SEP.

Expected Outcomes:

Define and approve two accessibility enhancement projects, as detailed in Exhibit A, and adopt the proposed amendment to the Facilities SEP to incorporate therein. Approval will authorize staff to proceed with the implementation of the proposed projects.

Board Options and Consequences:

Adoption of the proposed action will authorize staff to proceed with the expenditure of Bond Program funds to immediately begin designing the proposed projects at two school sites.

If the Board does not approve the proposal, staff will be unable to initiate the two proposed accessibility enhancement projects, which are necessary to achieve program accessibility as outlined in the Transition Plan.

Policy Implications:

The proposal furthers implementation of the Transition Plan. As outlined in the Transition Plan, at Category One, Two and Three schools, an appropriate number of classrooms will be identified to serve as accessible learning spaces, some of which may require facility improvements to meet the criteria for their assigned accessibility category. Additionally, the proposed action will advance the Los Angeles Unified 2022-2026 Strategic Plan Pillar 4 Operational Effectiveness Modernizing Infrastructure by implementing accessibility improvements at schools.

Any potential future room changes by Administrators or Principals will be reviewed by the Division of Special Education, the ADA Compliance Administrator, and the Facilities Services Division to ensure that new accessibility problems are not created as a result of the classroom moves. This will be done in close coordination with school staff to ensure disruptions are minimized.

Budget Impact:

The total combined budget, as currently estimated, for the two proposed projects is \$13,816,850. The proposed projects will be funded with Bond Program funds earmarked specifically for ADA Transition Plan Implementation.

File #: Rep-103-24/25, Version: 1

Each project budget was prepared based on the current information known, and assumptions about the proposed project scopes, site conditions, and market conditions. Individual project budgets will be reviewed throughout the planning, design, and construction phases as new information becomes known or unforeseen conditions arise and will be adjusted accordingly to enable the successful completion of each proposed project.

Student Impact:

The two proposed projects will remove barriers to program accessibility for approximately 690 current and future students and qualified members of the community and ensure that all have an equal opportunity to access programs and activities at each campus.

Equity Impact:

Facilities works to coordinate Los Angeles Unified efforts under the ADA to ensure programs are accessible by students, parents, and community members with disabilities.

Issues and Analysis:

Both Title II of the ADA and Section 504 of the Rehabilitation Act of 1973 impose broad-reaching prohibitions against discrimination on the basis of disability. As to facilities, a key requirement for both the ADA and Section 504 is program accessibility: programs, benefits, services, and activities provided by public entities must be accessible to people with disabilities. This means that a qualified individual with a disability is not to be discriminated against because the entity's facilities are inaccessible; however, this does not necessarily mean that all facilities must be accessible. While both laws do require that newly constructed and altered facilities meet stringent accessibility requirements, they do not require that all existing facilities meet those standards, so long as the programs and services provided in those facilities are made accessible to people with disabilities. A program or service can be made accessible by relocating it, providing it in a different manner, or utilizing some other strategy to ensure that people with disabilities have an equal opportunity to benefit from the entity's programs and activities. These proposed projects are in alignment with Los Angeles Unified's implementation of the Board-approved Self-Evaluation and Transition Plan.

The Office of Environmental Health and Safety (OEHS) will evaluate the proposed projects in accordance with the California Environmental Quality Act (CEQA).

Attachments:

Exhibit A - Two Accessibility Enhancement Projects

Exhibit B - Student Eligibility by Program at Two Schools

Exhibit C - BOC Resolution

Exhibit D - BOC Presentation

Informatives:

None

Submitted:

10/17/24

RESPECTFULLY SUBMITTED,**APPROVED BY:**

ALBERTO M. CARVALHO
Superintendent



PEDRO SALCIDO
Deputy Superintendent,
Business Services and Operations

REVIEWED BY:**APPROVED BY:**

DEVORA NAVERA REED
General Counsel



KRISZTINA TOKES
Chief Facilities Executive
Facilities Services Division

☒ Approved as to form.

REVIEWED BY:**PRESENTED BY:**

NOLBERTO DELGADILLO
Deputy Chief Financial Officer



Issam Dahdul
Director of Facilities
Planning & Development
Facilities Services Division

☒ Approved as to budget impact statement.



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

Exhibit A

Two Accessibility Enhancement Projects

1. Coliseum Street Elementary School Accessibility Enhancement Project

Region South, Board District 1 (Dr. George J. McKenna III)

Project Background and Scope: The Coliseum Street Elementary School site spans 5.17 acres and is comprised of a Universal Transitional Kindergarten-5 elementary program and a California State preschool program. The building area is approximately 40,400 square feet and includes six single-story permanent buildings, one multi-story permanent building and eight relocatable buildings. The buildings were constructed between 1947 and 2013. As of the 2023-2024 Electronic Capacity Assessment Review (E-CAR), the school serves approximately 220 students and currently 58 have been identified as having a disability.

The site has been assigned a Category Two accessibility level. In order to meet the criteria for Category Two, various upgrades to nine buildings are required including corrections, installation, or replacement of: 31 paths of travel, six restrooms, four drinking fountains, three concrete ramps, three metal ramps, one new stage lift, and other accessibility upgrades such as door hardware, playground components/matting, railings, and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements.

Project Budget: \$7,481,198

Project Schedule: Construction is anticipated to begin in Q3-2027 and be completed in Q1-2029.

2. Mayall Academy of Arts & Technology Magnet ES Accessibility Enhancement Project

Region North, Board District 3 (Scott M. Schmerelson)

Project Background and Scope: The Mayall Academy of Arts & Technology Magnet ES site spans 6.62 acres and is comprised of a K-5 magnet program. The building area is approximately 39,700 square feet and includes eight single-story permanent buildings and two multi-story permanent buildings. The permanent buildings were constructed between 1953 and 1998. As of the 2023-2024 E-CAR, the school serves approximately 470 students and currently 37 have been identified as having a disability.

The site has been assigned a Category Two accessibility level. In order to meet the criteria for Category Two, various upgrades to three buildings are required including corrections, installation, or replacement of: 15 paths of travel, six restrooms, four drinking fountains, one concrete ramp, two metal ramps, three assembly seating areas, one playground matting area, and other accessibility upgrades such as door hardware, playground components/matting, railings, and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements.

Project Budget: \$6,335,652

Project Schedule: Construction is anticipated to begin in Q3-2027 and be completed in Q1-2029.

Student Eligibility by Program at Two Schools

Disability Category	Coliseum Street ES	Mayall Academy of Arts & Technology Magnet ES
Autism (AUD)	44	<11
Deaf-Blindness (DF)	0	0
Deferred Eligibility (Preschool)	0	0
Emotional Disturbance (ED)	0	0
Hard of Hearing (HH)	0	<11
Intellectual Disability (ID)	<11	0
Multiple Disabilities – Hearing (MDH)	0	0
Multiple Disabilities – Orthopedic (MDO)	0	0
Multiple Disabilities – Vision (MDV)	0	0
Orthopedic Impairment (OI)	0	0
Other Health Impairment (OHI)	0	<11
Specific Learning Disability (SLD)	<11	11
Speech or Language Impairment (SLI)	12	<11
Visual Impairment (VI)	0	<11
Grand Total	58	37

To ensure confidentiality of individual student results and compliance with Los Angeles Unified policy and State guidelines, data is suppressed if the number of students included in calculations is less than 11.

SCHOOL CONSTRUCTION BOND CITIZENS' OVERSIGHT COMMITTEE

D. Michael Hamner, FAIA, Chair
American Institute of Architects
Robert Campbell, Vice-Chair
L.A. Co. Auditor-Controller's Office
Dr. Samantha Rowles, Secretary
LAUSD Student Parent
Patrick MacFarlane, Executive Committee
Early Education Coalition
Scott Pansky, Executive Committee
L.A. Area Chamber of Commerce

Joseph P. Buchman – Legal Counsel
Burke, Williams & Sorensen, LLP
Lori Raineri and Keith Weaver – Oversight Consultants
Government Financial Services Joint Powers Authority

Neelura Bell
CA Charter School Association
Sandra Betts
CA Tax Reform Assn.
Chad Boggio
L.A. Co. Federation of Labor AFL-CIO
Aleigh Lewis
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Santa Ramirez
Tenth District PTSA

William O. Ross IV
31st District PTSA
Dr. Bevin Ashenmiller (Alternate)
Tenth District PTSA
Ashley Kaiser (Alternate)
Assoc. General Contractors of CA
Connie Yee (Alternate)
L.A. Co. Auditor-Controller's Office
Vacant
Senior Citizens' Organization
Vacant
LAUSD Student Parent

Timothy Popejoy
Bond Oversight Administrator
Perla Zitle
Bond Oversight Coordinator

RESOLUTION 2024-36**BOARD REPORT 103-23/24**

**RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE TWO
ACCESSIBILITY ENHANCEMENT PROJECTS AND AMEND THE FACILITIES SERVICES
DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN**

WHEREAS, Los Angeles Unified School District (District) Staff proposes that the Board of Education (Board) define and approve two accessibility enhancement projects at Coliseum Street Elementary School and Mayall Academy of Arts & Technology Magnet Elementary School, to support the implementation of the Board approved Self-Evaluation and Transition Plan (Transition Plan) under the Americans with Disabilities Act (ADA), and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) accordingly; and

WHEREAS, District Staff also requests that the Board authorize the Chief Procurement Officer and/or the Chief Facilities Executive and/or their designee(s) to execute all instruments necessary, as legally permissible, to implement the proposed projects including budget modifications and the purchase of equipment and materials; and

WHEREAS, Under the Transition Plan, each school is assigned to one of three levels of accessibility (Category One, Two, or Three) based on assessments of more than two dozen criteria, including school programs, matriculation options, feeder pattern, geographic location, known (or anticipated/matriculating) population of students with disabilities or parents/guardians with disabilities, type of instructional model, and public input. The assigned category reflects the level of accessibility the site needs to meet. Schools that do not yet meet the criteria for their assigned category will undergo accessibility improvements and are prioritized for project development based on the criteria mentioned above. The three categories of accessibility are as follows:

- Category One: These are “key” schools and will have the highest level of access, generally in accordance with applicable physical accessibility standards. Category 1A will provide “full accessibility” for the schools that were built to new construction standards, while Category 1B will provide “high accessibility” for schools that have been altered with some limited exceptions.
- Category Two: These will be “program-accessible” schools. The core spaces and features of these schools would be made accessible; in addition, program accessibility would be provided to all programs and activities at the school.

RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE TWO ACCESSIBILITY ENHANCEMENT PROJECTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN

- Category Three: These schools will have “core access,” which means that the core spaces (certain common spaces) would be made accessible, to ensure a basic level of access to the building. These include, for example, parking, the main entrance and main office, assembly areas, and some restrooms.

WHEREAS, The two school sites for which an accessibility enhancement project is being proposed do not yet meet their assigned category/level of accessibility and thus require facilities improvements. The scope, schedule, and budget for each proposed project reflects the existing known conditions at each school site and the improvements necessary to meet each schools’ assigned category of accessibility. The conditions of significance include acreage, topography, square footage, existence of multi-story buildings, age of buildings, as well as the number of schools, programs, features, and activities at a school site; and

WHEREAS, The total combined budget, as currently estimated, for the two proposed projects is \$13,816,850 and will be funded by Bond Program funds earmarked specifically for ADA Transition Plan Implementation; and

WHEREAS, the District Office of General Counsel has reviewed the proposed Projects and determined that they may proceed to the Bond Oversight Committee for its consideration for recommendation to the Board of Education; and

WHEREAS, District staff has concluded that this proposed Facilities SEP amendment will facilitate Los Angeles Unified’s ability to successfully complete the Facilities SEP.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The School Construction Bond Citizens' Oversight Committee recommends that the Board define and approve two accessibility enhancement projects and amend the Facilities SEP, accordingly, as described in Board Report No. 103-24/25, a copy of which is attached hereto in the form it was presented to the BOC and is incorporated herein by reference.
2. This resolution shall be transmitted to the Los Angeles Unified School District Board of Education and posted on the Oversight Committee’s website.
3. Los Angeles Unified is directed to track the above recommendation and to report on the adoption, rejection, or pending status of the recommendations as provided in section 6.2 of the Charter and Memorandum of Understanding between the Oversight Committee and the District

ADOPTED on November 7, 2024, by the following vote:

AYES: 9

ABSTENTIONS: 0

NAYS: 0

ABSENCES: 4

/Robert Campbell/

Robert Campbell
Vice-Chair

/Samantha Rowles/

Dr. Samantha Rowles
Secretary



Two Accessibility Enhancement Projects

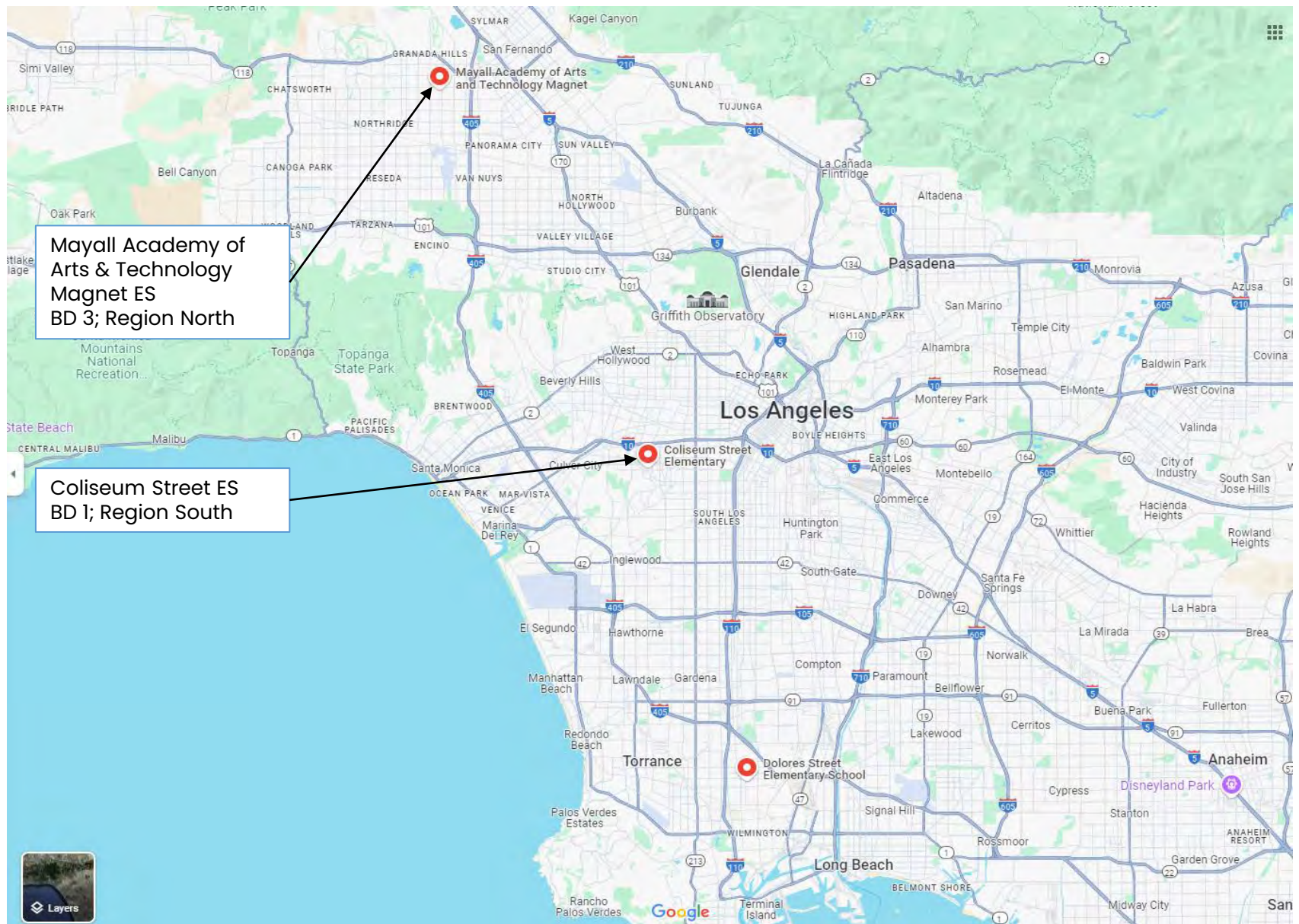


- October 10, 2017: Board approved the Self-Evaluation and Transition Plan (Transition Plan) under the Americans with Disabilities Act (ADA) to further Los Angeles Unified efforts to comply with ADA Title II program accessibility requirements
- Under the Transition Plan each school is assigned to one of three levels of accessibility, and schools requiring accessibility improvements are prioritized for project development
- Accessibility level assignments and project prioritization is based on an assessment of more than two dozen criteria including:
 - o School programs
 - o Matriculation options
 - o Feeder Pattern
 - o Geographic location
 - o Known (or anticipated/matriculating) population of students with disabilities or parents/guardians with disabilities
 - o Type of instructional model
 - o Public input

- Levels of Accessibility
 - Category One: Schools with highest level access
 - Generally, in accordance with applicable physical accessibility standards
 - 1A: “full accessibility” schools -- built to new construction standards
 - 1B: “high accessibility” schools -- altered with some limited exceptions
 - Category Two: “Program-Accessible” schools
 - Core spaces and features will be accessible
 - Program accessibility will be provided to all programs and activities at the school
 - Category Three: “Core Access” schools
 - A basic level of access will be provided for core buildings and certain common spaces
- Accessibility enhancement projects are developed only for those schools that do not yet meet their assigned category/level of accessibility and thus require facilities improvements

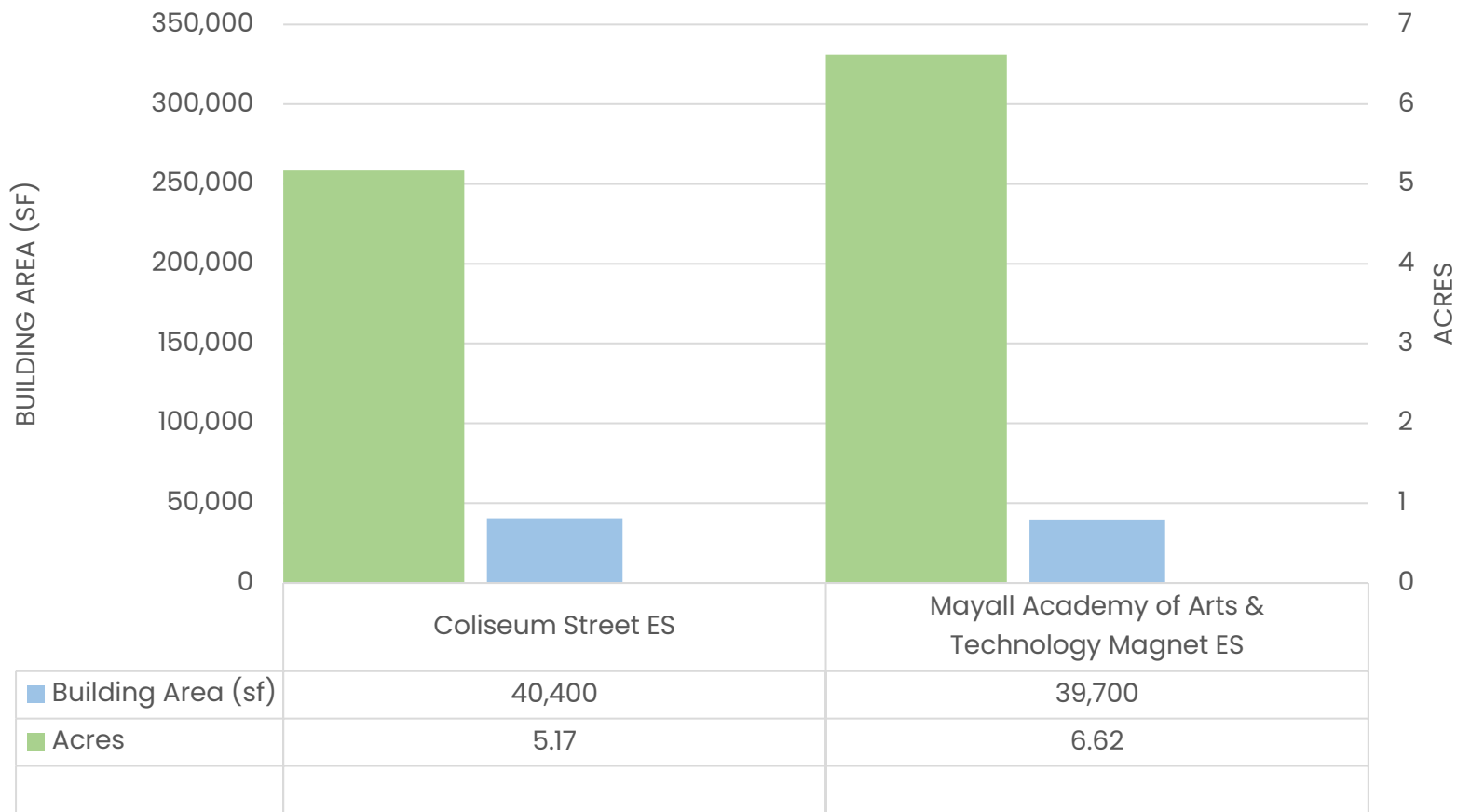
Project Location Map

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School	Project Budget	Category
Coliseum Street ES	\$7,481,198	2
Mayall Academy of Art & Technology Magnet ES	\$6,335,652	2
TOTAL	\$13,816,850	

Building Area and Acres



Schools/Programs*:	Coliseum Street ES	Mayall Academy of Arts & Technology Magnet ES
Building Dates:	1947-2013	1953-1998
Schools/Programs*:	2	1
Student Enrollment*:	220	470
Budget:	\$ 7,481,198	\$ 6,335,652
* Source: E-CAR Reports 2023-24		

Student Eligibility by Program at Two Schools¹⁰⁶

Disability Category	Coliseum Street ES	Mayall Academy of Arts & Technology Magnet ES
Autism (AUD)	44	<11
Deaf-Blindness (DF)	0	0
Deferred Eligibility (Preschool)	0	0
Emotional Disturbance (ED)	0	0
Hard of Hearing (HH)	0	<11
Intellectual Disability (ID)	<11	0
Multiple Disabilities – Hearing (MDH)	0	0
Multiple Disabilities – Orthopedic (MDO)	0	0
Multiple Disabilities – Vision (MDV)	0	0
Orthopedic Impairment (OI)	0	0
Other Health Impairment (OHI)	0	<11
Specific Learning Disability (SLD)	<11	11
Speech or Language Impairment (SLI)	12	<11
Visual Impairment (VI)	0	<11
Grand Total	58	37

To ensure confidentiality of individual student results and compliance with Los Angeles Unified policy and State guidelines, data is suppressed if the number of students included in calculations is less than 11.

General Scope:

Accessibility enhancements in nine buildings.

Scope Includes:

31 Paths of Travel
6 Restrooms
4 Drinking Fountains
3 Concrete Ramps
3 Metal Ramps
1 New Stage Lift
Other accessibility upgrades as required

Project Budget: \$7,481,198

- Site & Environmental 4%
- Plans 11%
- Construction 71%
- Management 8%
- Other/Reserve 6%

Project Schedule:

Construction Start: Q3-2027
Construction Completion: Q1-2029



Mayall Academy of Arts & Technology Magnet ES

General Scope:

Accessibility enhancements in three buildings.

Scope Includes:

15 Paths of Travel
6 Restrooms
4 Drinking Fountains
1 Concrete Ramp
2 Metal Ramps
3 Assembly Seating Areas
1 Playground Matting Area
Other accessibility upgrades as required

Project Budget: \$6,335,652

- Site & Environmental 4%
- Plans 11%
- Construction 71%
- Management 8%
- Other/Reserve 6%

Project Schedule:

Construction Start: Q3-2027
Construction Completion: Q1-2029



Questions ?

TAB 5



Board of Education Report

File #: Rep-106-24/25, Version: 1

Approve Sixteen Projects Funded by the Expanded Learning Opportunities Program and Thirteen Projects Funded by the Medi-Cal Reimbursement Program

November 19, 2024

Facilities Services Division

Action Proposed:

Approve 16 projects funded by the Expanded Learning Opportunities Program (ELOP) as described in Exhibit A (ELOP Projects). The combined budget for these proposed Projects is \$19,487,455.

Approve 13 projects funded by the Medi-Cal Reimbursement Program as described in Exhibit B (Medi-Cal Projects). The combined budget for these proposed Projects is \$19,749,642.

Authorize the acceptance of a \$50,000 donation (Donation) from the Los Angeles Police Academy Magnet School Foundation to be used exclusively for the installation of an obstacle course on the San Pedro High School Olguin Campus.

Authorize the Chief Procurement Officer and/or the Chief Facilities Executive and/or their designee(s) to execute all instruments necessary, as legally permissible, to implement the proposed Projects including budget modifications and the purchase of equipment and materials; and to execute reasonable instruments for the Donation including, but not limited to, a donation agreement.

Background:

On June 25, 2024, the Board of Education adopted the 2024-25 Budget for the Los Angeles Unified School District (District or Los Angeles Unified). This budget included ELOP funding to provide expanded learning opportunities for before school, after school, summer, or intersession learning programs that are student-centered and focused on developing the academic, social, emotional, and physical needs and interests of students through hands-on, engaging learning experiences. The budget includes specific allocations for some ELOP items, such as \$10 million for playground restoration projects and \$12.1 million for campus lighting projects, as well as additional available ELOP funds of nearly \$231 million. Although funding was approved in the 2024-25 Budget, individual projects were not yet developed.

Exhibit A provides the scope, schedule, and budget for the 16 ELOP Projects. This includes 12 projects which restore playground areas by removing existing relocatable buildings and restoring the affected footprints with green/natural landscaped area (grass, irrigation, and trees) or hardscaped area (asphalt) based on the needs of each individual campus. Of these 12 playground restoration projects, eight sites were selected because those schools requested voluntary portable removals which could not be accomplished due to a lack of funding. Four sites were selected because there are Playground and Campus Exterior Upgrade projects at those sites which, for budget reasons, did not include the removal of portable buildings with playground restoration.

Exhibit A also includes four projects which provide facilities upgrades that support programs before school, after school, and during summer breaks or intersession periods as well as complement educational programs

during school hours. These four projects include one campus lighting project to provide additional exterior lighting, two projects which provide new playfields and an obstacle course to complement physical education and enhance fitness, and one green schoolyard upgrade project that provides greening improvements to meet the District's goal for schoolyards to be 30% green/natural with increased shade.

In addition to ELOP funding, the new obstacle course on the Olguin Campus of San Pedro High School will be funded in part by a \$50,000 donation from the Los Angeles Police Academy Magnet School (LAPAMS) Foundation. LAPAMS partners with law enforcement agencies to prepare students for careers in law enforcement through police academy magnet programs at middle schools and high schools throughout the District including the San Pedro High School Police Academy Magnet. Upon Board approval, District staff will engage the LAPAMS Foundation to secure the Donation as part of the project budget for the new obstacle course.

The green schoolyard upgrade project in Exhibit A is part of the Green Schools for All Program included in the Capital Plan approved by the Board of Education on December 12, 2023. This Board action allocated \$100 million in non-bond funding including ELOP funds for green schoolyard upgrades at 15 designated campuses chosen based on their Green Schoolyards Index Rank as well as geographic equality across Board Districts. One of the designated campuses in Board District 1, Marvin Elementary School, has an active bond project for paving replacement which will address these greening improvements. The new project included in Exhibit A proposes to replace Marvin Elementary School with Budlong Elementary School, the next school on the priority list without a greening project for Board District 1, which has a Green Schoolyards Index Rank of 92. This would not impact the allocation for green schoolyard upgrades.

Additionally, the 2024-25 Budget included funding from the Medi-Cal Reimbursement Program obtained by the Medical Services Division. This program obtains reimbursement funds for students who are Medi-Cal eligible and have been provided with covered health services, then reinvests the reimbursement funds in health services and support for students and families. In addition to the annual distributions of Medi-Cal reimbursement funds, the budget included a "one-time" reimbursement of approximately \$65 million due to a statewide change in billing reimbursements. As a majority of Medi-Cal eligible students receiving medically necessary services come from the Division of Special Education, this "one-time" reimbursement was divided between the Medical Services Division and the Division of Special Education to support health services and special education programs. A portion of this funding was allocated by the Division of Special Education to facilities projects that provide accessibility improvements for special education students as well as their larger school communities. Although funding was approved in the 2024-25 Budget, individual projects were not yet developed.

Exhibit B provides the scope, schedule, and budget for the 13 Medi-Cal Projects including: 10 new play structure and matting projects, one project to provide new pickleball courts, and two projects that convert spaces into culinary arts classrooms and kitchens. The campuses designated for accessibility improvements to their playgrounds were selected based on the highest number of students receiving occupational/physical therapy, the number of students with multiple disabilities, and/or "inclusion" sites. Lawrence Middle School was selected for a project to provide new pickleball courts using the same rationale and due to the high number of students with disabilities attending the school along with the availability of open space that could accommodate the new courts and parking for use by both the school and its surrounding community. The culinary arts classroom and kitchen projects will be provided at two special education and career transition centers. These culinary arts programs teach students with disabilities to be comfortable with cooking and food preparation as well as provide skills necessary for increased independence. The new culinary arts classrooms and kitchens also expand the special education centers' ability to adequately train students to obtain jobs in the

community by providing facilities and equipment that are comparable to those in restaurants.

The development of each proposed Project considered site accessibility, safety, supervision, optimal site configuration and utilization, play space, enrollment projections, educational programs, and operational impacts during construction.

The school sites are located in Board Districts 1 (Dr. George J. McKenna III), 2 (Dr. Rocío Rivas), 3 (Scott M. Schmerelson), 4 (Nick Melvoin), 5 (Jackie Goldberg), 6 (Kelly Gonez), and 7 (Tanya Ortiz Franklin).

Expected Outcomes:

Approval of the 29 proposed Projects will enable staff to proceed with their implementation.

The ELOP Projects, once completed, will provide facilities that support student enrichment programs before school, after school, or during the summer and intersession periods that focus on developing the academic, social, emotional, and physical needs and interests of students through hands-on and engaging learning experiences. The ELOP Projects will also provide student-centered and results-driven learning activities that include community partners and complement learning activities during the regular school day.

The Medi-Cal Projects, once completed, will provide facilities that support students with disabilities and provide accessibility improvements to the entire school community. The Medi-Cal Projects will provide inclusive play structures that enhance outdoor activities for the whole student population, provide play environments with shade for students with disabilities including those using wheelchairs, augment schools' community engagement with diverse outdoor activities that are accessible to all, and provide skills and career preparation with new culinary arts classrooms and kitchens.

Board Options and Consequences:

Adoption of the proposed action will authorize staff to proceed with the environmental reviews and clearances, design, procurement, construction, and other activities necessary to implement the proposed Projects.

If the proposal is not approved, each Project will need to return to the Board of Education prior to commencing construction for authorization to award the construction contracts, potentially causing delays in the delivery of these facilities improvements.

Policy Implications:

The proposal does not impact Los Angeles Unified policy. The proposed Projects support the District's long-term goal to address unmet school facilities needs and significantly improve the conditions of aging and deteriorating school facilities. The proposed action advances Los Angeles Unified's 2022-2026 Strategic Plan Pillar 4 Operational Effectiveness/Modernizing Infrastructure by upgrading facilities to restore and enhance playground spaces with diverse outdoor activities, add exterior campus lighting, promote physical education and fitness, increase green/natural schoolyards, improve accessibility for school communities, and provide skills and career preparation for students with disabilities.

Budget Impact:

On June 25, 2024, the Board of Education adopted the 2024-25 Budget which included funding for the Expanded Learning Opportunities Program and Medi-Cal Reimbursement Program. The combined budget for the 16 ELOP Projects is \$19,487,455. The combined budget for the 13 Medi-Cal Projects is \$19,749,642.

The project budgets were prepared based on the current information known, and assumptions about the proposed Project scope, site conditions, and market conditions. Although the Budlong Elementary School

File #: Rep-106-24/25, Version: 1

Green School Yard Project replaces the Marvin Elementary School Green School Yard Project, which was originally included in the Capital Plan Projects Board Report BOE 024-23/24, this action does not impact the \$100M allocated in that action for 15 Green Schoolyard Upgrade Projects. The Project budgets will be reviewed throughout the planning, design, and construction phases as new information becomes known or unforeseen conditions arise and will be adjusted accordingly to enable the successful completion of the proposed Projects.

Student Impact:

The ELOP Projects will improve facilities that support student enrichment programs before school, after school, or during summer and intersession periods to benefit approximately 11,200 students. The Medi-Cal Projects will improve school facilities that support students with disabilities and provide accessibility improvements to the school communities to benefit approximately 6,100 students.

Equity Impact:

School sites represent all four Regions (North, East, South, and West) and were prioritized based on the opportunity to provide expanded learning opportunities for before school, after school, summer, or intersession learning programs for ELOP Projects and the opportunity to improve accessibility for school communities as well as provide skills and career preparation for students with disabilities for Medi-Cal Projects.

Issues and Analysis:

Staff will implement all opportunities to minimize construction impacts on school operations and existing education programs. As necessary, the temporary use of unused classrooms, off-hour construction and other opportunities will be utilized to reduce impacts to the existing education programs at each school.

The Office of Environmental Health and Safety (OEHS) will evaluate the proposed Projects in accordance with the California Environmental Quality Act (CEQA).

Attachments:

Exhibit A: Projects Funded by the Expanded Learning Opportunities Program

Exhibit B: Projects Funded by the Medi-Cal Reimbursement Program

Informatives:

None

Submitted:

10/20/24

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED BY:

PEDRO SALCIDO
Deputy Superintendent,
Business Services and Operations

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

☒ Approved as to form.

APPROVED BY:

KRISZTINA TOKES
Chief Facilities Executive
Facilities Services Division

REVIEWED BY:

NOLBERTO DELGADILLO
Deputy Chief Financial Officer

☒ Approved as to budget impact statement.

PRESENTED BY:

ISSAM DAHDUL
Director of Facilities
Planning & Development
Facilities Services Division

LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report

Exhibit A
Projects Funded by the Expanded Learning Opportunities Program

1. Allesandro Elementary School - Portable Removal with Playground Restoration
Region West, Board District 5 (Jackie Goldberg)

Project Background and Scope:

The proposed project includes, but is not limited to:

- Removal of 2 existing portable buildings to provide additional playground space.
- Disconnection of high-voltage and low-voltage utilities as well as sewage and water lines.
- Removal of asphalt at building footprint and installation of green/natural landscaped areas (grass, irrigation, and trees) or hardscaped area (asphalt).
- Abatement of hazardous materials as necessary.

Project Budget: \$422,856

Project Schedule: Construction is anticipated to begin in Q2-2025 and be completed in Q3-2025.

2. Coldwater Canyon Elementary School - Portable Removal with Playground Restoration
Region North, Board District 6 (Kelly Gonez)

Project Background and Scope:

The proposed project includes, but is not limited to:

- Removal of 1 existing bungalow building to provide additional playground space.
- Disconnection of high-voltage and low-voltage utilities as well as sewage and water lines.
- Removal of asphalt at building footprint and installation of green/natural landscaped areas (grass, irrigation, and trees) or hardscaped area (asphalt).
- Abatement of hazardous materials as necessary.

Project Budget: \$535,498

Project Schedule: Construction is anticipated to begin in Q2-2025 and be completed in Q3-2025.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report

Exhibit A
Projects Funded by the Expanded Learning Opportunities Program

3. Dorris Elementary School - Portable Removal with Playground Restoration
Region West, Board District 5 (Jackie Goldberg)

Project Background and Scope:

The proposed project includes, but is not limited to:

- Removal of 1 existing bungalow building to provide additional playground space.
- Disconnection of high-voltage and low-voltage utilities as well as sewage and water lines.
- Removal of asphalt at building footprint and installation of green/natural landscaped areas (grass, irrigation, and trees) or hardscaped area (asphalt).
- Abatement of hazardous materials as necessary.

Project Budget: \$535,498

Project Schedule: Construction is anticipated to begin in Q2-2025 and be completed in Q3-2025.

4. Erwin Elementary School - Portable Removal with Playground Restoration
Region North, Board District 6 (Kelly Gonez)

Project Background and Scope:

The proposed project includes, but is not limited to:

- Removal of 2 existing bungalow buildings to provide additional playground space.
- Disconnection of high-voltage and low-voltage utilities as well as sewage and water lines.
- Removal of asphalt at building footprint and installation of green/natural landscaped areas (grass, irrigation, and trees) or hardscaped area (asphalt).
- Abatement of hazardous materials as necessary.

Project Budget: \$739,278

Project Schedule: Construction is anticipated to begin in Q2-2025 and be completed in Q3-2025.

**LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report**

**Exhibit A
Projects Funded by the Expanded Learning Opportunities Program**

5. Fishburn Elementary School - Portable Removal with Playground Restoration
Region East, Board District 5 (Jackie Goldberg)

Project Background and Scope:

The proposed project includes, but is not limited to:

- Removal of 2 existing portable buildings to provide additional playground space.
- Disconnection of high-voltage and low-voltage utilities as well as sewage and water lines.
- Removal of asphalt at building footprint and installation of green/natural landscaped areas (grass, irrigation, and trees) or hardscaped area (asphalt).
- Abatement of hazardous materials as necessary.

Project Budget: \$417,856

Project Schedule: Construction is anticipated to begin in Q2-2025 and be completed in Q3-2025.

6. Griffith STEAM Magnet Middle School - Portable Removal with Playground Restoration
Region East, Board District 2 (Dr. Rocío Rivas)

Project Background and Scope:

The proposed project includes, but is not limited to:

- Removal of 2 existing bungalow buildings to provide additional playground space.
- Disconnection of high-voltage and low-voltage utilities as well as sewage and water lines.
- Removal of asphalt at building footprint and installation of green/natural landscaped areas (grass, irrigation, and trees) or hardscaped area (asphalt).
- Abatement of hazardous materials as necessary.

Project Budget: \$744,278

Project Schedule: Construction is anticipated to begin in Q2-2025 and be completed in Q3-2025.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report

Exhibit A
Projects Funded by the Expanded Learning Opportunities Program

7. Harbor City Elementary School - Portable Removal with Playground Restoration
Region South, Board District 7 (Tanya Ortiz Franklin)

Project Background and Scope:

The proposed project includes, but is not limited to:

- Removal of 1 existing bungalow building to provide additional playground space.
- Disconnection of high-voltage and low-voltage utilities as well as sewage and water lines.
- Removal of asphalt at building footprint and installation of green/natural landscaped areas (grass, irrigation, and trees) or hardscaped area (asphalt).
- Abatement of hazardous materials as necessary.

Project Budget: \$535,498

Project Schedule: Construction is anticipated to begin in Q2-2025 and be completed in Q3-2025.

8. Liberty Elementary School - Portable Removal with Playground Restoration
Region East, Board District 5 (Jackie Goldberg)

Project Background and Scope:

The proposed project includes, but is not limited to:

- Removal of 1 existing bungalow building to provide additional playground space.
- Disconnection of high-voltage and low-voltage utilities as well as sewage and water lines.
- Removal of asphalt at building footprint and installation of green/natural landscaped areas (grass, irrigation, and trees) or hardscaped area (asphalt).
- Abatement of hazardous materials as necessary.

Project Budget: \$535,498

Project Schedule: Construction is anticipated to begin in Q2-2025 and be completed in Q3-2025.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report

Exhibit A
Projects Funded by the Expanded Learning Opportunities Program

9. Noble Elementary School - Portable Removal with Playground Restoration

Region North, Board District 6 (Kelly Gonez)

Project Background and Scope:

The proposed project includes, but is not limited to:

- Removal of 1 existing portable building and 1 existing bungalow building to provide additional playground space.
- Disconnection of high-voltage and low-voltage utilities as well as sewage and water lines.
- Removal of asphalt at building footprint and installation of green/natural landscaped areas (grass, irrigation, and trees) or hardscaped area (asphalt).
- Abatement of hazardous materials as necessary.

Project Budget: \$692,896

Project Schedule: Construction is anticipated to begin in Q2-2025 and be completed in Q3-2025.

10. Plummer Elementary School - Portable Removal with Playground Restoration

Region North, Board District 6 (Kelly Gonez)

Project Background and Scope:

The proposed project includes, but is not limited to:

- Removal of 5 existing portable buildings and 1 existing bungalow building to provide additional playground space.
- Disconnection of high-voltage and low-voltage utilities as well as sewage and water lines.
- Removal of asphalt at building footprint and installation of green/natural landscaped areas (grass, irrigation, and trees) or hardscaped area (asphalt).
- Abatement of hazardous materials as necessary.

Project Budget: \$830,416

Project Schedule: Construction is anticipated to begin in Q2-2025 and be completed in Q3-2025.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report

Exhibit A
Projects Funded by the Expanded Learning Opportunities Program

11. Rowan Elementary School - Portable Removal with Playground Restoration

Region East, Board District 2 (Dr. Rocío Rivas)

Project Background and Scope:

The proposed project includes, but is not limited to:

- Removal of 2 existing bungalow buildings to provide additional playground space.
- Disconnection of high-voltage and low-voltage utilities as well as sewage and water lines.
- Removal of asphalt at building footprint and installation of green/natural landscaped areas (grass, irrigation, and trees) or hardscaped area (asphalt).
- Abatement of hazardous materials as necessary.

Project Budget: \$739,278

Project Schedule: Construction is anticipated to begin in Q2-2025 and be completed in Q3-2025.

12. Sylmar Elementary School - Portable Removal with Playground Restoration

Region North, Board District 6 (Kelly Gonez)

Project Background and Scope:

The proposed project includes, but is not limited to:

- Removal of 2 existing portable buildings to provide additional playground space.
- Disconnection of high-voltage and low-voltage utilities as well as sewage and water lines.
- Removal of asphalt at building footprint and installation of green/natural landscaped areas (grass, irrigation, and trees) or hardscaped area (asphalt).
- Abatement of hazardous materials as necessary.

Project Budget: \$427,856

Project Schedule: Construction is anticipated to begin in Q2-2025 and be completed in Q3-2025.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report

Exhibit A
Projects Funded by the Expanded Learning Opportunities Program

13. Arleta High School - Football Field Lighting

Region North, Board District 6 (Kelly Gonez)

Project Background and Scope:

The proposed project includes, but is not limited to:

- Installation of new field lighting for the football field.

Project Budget: \$2,677,835

Project Schedule: Construction is anticipated to begin in Q4-2025 and be completed in Q2-2026.

14. Webster Middle School – New Baseball & Softball Fields

Region West, Board District 4 (Nick Melvoin)

Project Background and Scope:

The proposed project includes, but is not limited to:

- Installation of a new baseball field and a new softball field including backstops, dugouts, bullpens, fencing, and portable bleachers.

Project Budget: \$2,829,095

Project Schedule: Construction is anticipated to begin in Q1-2026 and be completed in Q3-2026.

15. San Pedro High School Olguin Campus – Obstacle Course

Region South, Board District 7 (Tanya Ortiz Franklin)

Project Background and Scope:

The proposed project includes, but is not limited to:

- Installation of an obstacle course which includes adding new equipment and replacing approximately 1,200 square feet of matting to create an obstacle course of approximately 6,000 square feet in an area of the campus that is already fenced.
- A donation of \$50,000 will be provided by the Los Angeles Police Academy Magnet School Foundation, which partners with law enforcement agencies to prepare students for careers in law enforcement through police academy magnet programs, in support of the San Pedro High School Police Academy Magnet.

Project Budget: \$515,819

Project Schedule: Construction is anticipated to begin in Q1-2026 and be completed in Q3-2026.

**LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report**

**Exhibit A
Projects Funded by the Expanded Learning Opportunities Program**

16. Budlong Avenue Elementary School – Green Schoolyard Upgrade

Region South, Board District 1 (Dr. George J. McKenna III)

Project Background and Scope:

The proposed project provides improvements to align with the goal of providing 30% of a school site's schoolyard with green/natural spaces to the extent feasible based on the physical constraints of the campus. The scope may include replacing significant areas of paved surfaces with permeable surfaces that incorporate native/drought tolerant planting, the addition of natural grass play fields, the installation of trees and other shade elements to achieve 20% shade in the schoolyard, irrigation, decomposed granite and pavers, outdoor classroom elements, resurfacing and restriping of remaining schoolyard asphalt, as well as accessibility improvements, as required, to ensure equal access to all students.

Project Budget: \$6,308,000

Project Schedule: Construction activities are anticipated to begin in Q3-2026 and be completed in Q4-2027.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report

Exhibit B
Projects Funded by the Medi-Cal Reimbursement Program

1. 75th Street Elementary School - New Play Structure & Matting

Region South, Board District 7 (Tanya Ortiz Franklin)

Project Background and Scope:

The proposed project includes, but is not limited to:

- Removal of existing play structure and matting.
- Installation of approximately 2,800 square feet of new matting and a new accessible play structure with integrated shade for students 5-12 years old.

Project Budget: \$1,082,775

Project Schedule: Construction is anticipated to begin in Q4-2025 and be completed in Q2-2026.

2. 95th Street Elementary School - New Play Structure & Matting

Region South, Board District 1 (Dr. George J. McKenna III)

Project Background and Scope:

The proposed project includes, but is not limited to:

- Removal of existing play structure and matting.
- Installation of approximately 2,800 square feet of new matting and a new accessible play structure with integrated shade for students 5-12 years old.

Project Budget: \$1,071,470

Project Schedule: Construction is anticipated to begin in Q3-2025 and be completed in Q1-2026.

3. Haddon Elementary School - New Play Structure & Matting

Region North, Board District 6 (Kelly Gonez)

Project Background and Scope:

The proposed project includes, but is not limited to:

- Removal of existing play structure and matting.
- Installation of approximately 2,800 square feet of new matting and a new accessible play structure with integrated shade for students 5-12 years old.

Project Budget: \$1,082,230

Project Schedule: Construction is anticipated to begin in Q3-2025 and be completed in Q1-2026.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report

Exhibit B
Projects Funded by the Medi-Cal Reimbursement Program

4. Lane Elementary School - New Play Structure & Matting

Region East, Board District 2 (Dr. Rocío Rivas)

Project Background and Scope:

The proposed project includes, but is not limited to:

- Removal of existing play structure and matting.
- Installation of approximately 2,800 square feet of new matting and a new accessible play structure with integrated shade for students 5-12 years old.

Project Budget: \$1,078,786

Project Schedule: Construction is anticipated to begin in Q4-2025 and be completed in Q2-2026.

5. Limerick Elementary School - New Play Structure & Matting

Region North, Board District 3 (Scott M. Schmerelson)

Project Background and Scope:

The proposed project includes, but is not limited to:

- Removal of existing play structure and matting.
- Installation of approximately 2,800 square feet of new matting and a new accessible play structure with integrated shade for students 5-12 years old.

Project Budget: \$1,071,970

Project Schedule: Construction is anticipated to begin in Q3-2025 and be completed in Q1-2026.

6. Mack Elementary School - New Play Structure & Matting

Region South, Board District 1 (Dr. George J. McKenna III)

Project Background and Scope:

The proposed project includes, but is not limited to:

- Removal of existing play structure and matting.
- Installation of approximately 2,800 square feet of new matting and a new accessible play structure with integrated shade for students 5-12 years old.

Project Budget: \$1,046,847

Project Schedule: Construction is anticipated to begin in Q4-2025 and be completed in Q2-2026.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report

Exhibit B
Projects Funded by the Medi-Cal Reimbursement Program

7. Manhattan Elementary School - New Play Structure & Matting

Region South, Board District 1 (Dr. George J. McKenna III)

Project Background and Scope:

The proposed project includes, but is not limited to:

- Removal of existing play structure and matting.
- Installation of approximately 2,800 square feet of new matting and a new accessible play structure with integrated shade for students 5-12 years old.

Project Budget: \$1,078,579

Project Schedule: Construction is anticipated to begin in Q4-2025 and be completed in Q2-2026.

8. Mosk Elementary School - New Play Structure & Matting

Region North, Board District 4 (Nick Melvoin)

Project Background and Scope:

The proposed project includes, but is not limited to:

- Removal of existing play structure and matting.
- Installation of approximately 2,800 square feet of new matting and a new accessible play structure with integrated shade for students 5-12 years old.

Project Budget: \$1,078,785

Project Schedule: Construction is anticipated to begin in Q4-2025 and be completed in Q2-2026.

9. Murchison Elementary School - New Play Structure & Matting

Region East, Board District 2 (Dr. Rocío Rivas)

Project Background and Scope:

The proposed project includes, but is not limited to:

- Removal of existing play structure and matting.
- Installation of approximately 2,800 square feet of new matting and a new accessible play structure with integrated shade for students 5-12 years old.

Project Budget: \$1,077,407

Project Schedule: Construction is anticipated to begin in Q4-2025 and be completed in Q2-2026.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report

Exhibit B
Projects Funded by the Medi-Cal Reimbursement Program

10. Weigand Elementary School - New Play Structure & Matting

Region South, Board District 7 (Tanya Ortiz Franklin)

Project Background and Scope:

The proposed project includes, but is not limited to:

- Removal of existing play structure and matting.
- Installation of approximately 2,800 square feet of new matting and a new accessible play structure with integrated shade for students 5-12 years old.

Project Budget: \$1,071,970

Project Schedule: Construction is anticipated to begin in Q3-2025 and be completed in Q1-2026.

11. Lawrence Middle School - New Pickleball Courts

Region North, Board District 3 (Scott M. Schmerelson)

Project Background and Scope:

The proposed project includes, but is not limited to:

- Reconfiguration of an existing parking area to accommodate new pickleball courts.
- Construction of 12 new pickleball courts, sound barrier fencing with accessible gates, and parking adjacent to the courts.

Project Budget: \$2,245,109

Project Schedule: Construction is anticipated to begin in Q3-2025 and be completed in Q2-2026.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report

Exhibit B
Projects Funded by the Medi-Cal Reimbursement Program

12. Leichman Career Preparatory & Transition Center - Culinary Arts Classroom & Kitchen

Region North, Board District 4 (Nick Melvoin)

Project Background and Scope:

The proposed project includes, but is not limited to:

- Conversion of two classrooms into a culinary arts classroom with adjoining kitchen including cooking ranges, kitchen hood, grease interceptors, flooring, wall finishes, lighting, new furnishings, and heating, ventilation, and air conditioning (HVAC), etc.
- Accessibility upgrades for path of travel and student and staff restrooms as required.

Project Budget: \$3,107,454

Project Schedule: Construction is anticipated to begin in Q4-2025 and be completed in Q4-2026.

13. Lowman Special Education & Career Transition Center - Culinary Arts Classroom & Kitchen

Region North, Board District 6 (Kelly Gonez)

Project Background and Scope:

The proposed project includes, but is not limited to:

- Conversion of existing physical therapy room at the West Main building into a culinary arts classroom with adjoining kitchen including cooking ranges, kitchen hood, grease interceptors, flooring, wall finishes, lighting, new furnishings, and heating, ventilation, and air conditioning (HVAC), etc.
- Accessibility upgrades as required.

Project Budget: \$3,656,260

Project Schedule: Construction is anticipated to begin in Q4-2025 and be completed in Q4-2026.

[Return to Order of Business](#)



TAB 6



Board of Education Report

File #: Rep-107-24/25, Version: 1

Define and Approve Three Charter School Facilities Upgrade Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein

November 19, 2024

Facilities Services Division

Action Proposed:

Define and approve three projects to provide upgrades for Los Angeles Unified School District (Los Angeles Unified or District) facilities currently occupied by charter schools and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein. The total combined budget for these proposed projects, as listed on Exhibit A, is \$7,285,115.

Authorize the Chief Procurement Officer and/or the Chief Facilities Executive and/or their designee(s) to execute all instruments necessary, as legally permissible, to implement the proposed projects, including budget modifications and the purchase of equipment and materials.

Background:

The School Upgrade Program (SUP) - the current phase of Los Angeles Unified's Bond Program - supports the development of projects that upgrade, modernize, and replace aging and deteriorating school facilities, update technology, and address facilities inequities in order to help improve student health, safety, and educational quality. The SUP includes a spending target entitled "Charter School Facilities Upgrades and Expansions." Projects developed under this category of need are included in the Facilities SEP.

Charter school facilities upgrade projects developed under this category of need are subject to assessment of the conditions and needs of the school building/site systems and components of District facilities occupied by charter schools, input from the charter school community, and development of an implementation plan by District staff.

The project proposals contained in Exhibit A of this Board Report will upgrade deteriorated playground matting systems at Aspire Firestone Academy and Camino Nuevo Charter Academy #4: Cisneros Learning Academy along with a project to provide roofing replacement at Animo Legacy Charter Middle School.

Bond Oversight Committee Recommendations:

This item was considered by the School Construction Bond Citizens' Oversight Committee (BOC) at its meeting on November 7, 2024, as referenced in Exhibit B. The presentation that was provided is included as Exhibit C. Staff has concluded that this proposed Facilities SEP amendment is in alignment with BOC recommendations and will facilitate Los Angeles Unified's ability to successfully implement the Facilities SEP.

Expected Outcomes:

Staff anticipates that the Board of Education will adopt the proposed amendment to the Facilities SEP to define and approve three projects to provide upgrades at District facilities currently occupied by charter schools. Approval will authorize staff to proceed with the implementation of the proposed projects to improve student health, safety, and educational quality.

Board Options and Consequences:

Adoption of the proposed action will authorize staff to proceed with the expenditure of Bond Program funds to undertake the project proposals in accordance with the provisions set forth in Los Angeles Unified local bond measures. If the proposed action is not approved, Bond Program funds will not be expended, and the school site system needs will remain unaddressed.

Policy Implications:

The proposal is consistent with Los Angeles Unified's long-term goal to address unmet school facilities needs and significantly improve the conditions of aging and deteriorating school facilities as described in Los Angeles Unified local bond measures. The proposed action advances Los Angeles Unified's 2022-2026 Strategic Plan Pillar 4 Operational Effectiveness Modernizing Infrastructure by upgrading charter school facilities.

Budget Impact:

The total combined budget for the three projects is \$7,285,115 and will be funded with Bond Program funds earmarked specifically for charter school facilities upgrades and expansions.

Each project budget was prepared based on the current information known and assumptions about the proposed project scope, site conditions, and market conditions. Individual project budgets will be reviewed as new information becomes known or unforeseen conditions arise and will be adjusted accordingly to enable the successful completion of each project.

Student Impact:

The proposed projects continue Los Angeles Unified's ongoing efforts to undertake improvements at District facilities that help ensure the approximately 1,900 current and future students attending these three schools are provided with a safe school environment that promotes teaching and learning.

Equity Impact:

Building components/systems in the worst condition, especially those that pose a safety hazard and/or will negatively impact school operations and other building systems if not addressed, will be addressed first.

Issues and Analysis:

It may be necessary to undertake feasibility studies, site analyses, scoping and/or due diligence activities on the proposed projects prior to initiating design. As necessary, the Office of Environmental Health and Safety (OEHS) will evaluate the proposed projects in accordance with the California Environmental Quality Act (CEQA) to ensure compliance. If through the planning and design process it is determined that the proposed project scopes will not sufficiently address the critical needs identified, the project scopes, schedules and budgets will be revised accordingly.

Attachments:

Exhibit A - Charter School Facilities Upgrade Projects

Exhibit B - BOC Resolution

Exhibit C - BOC Presentation

File #: Rep-107-24/25, Version: 1

Informatives:

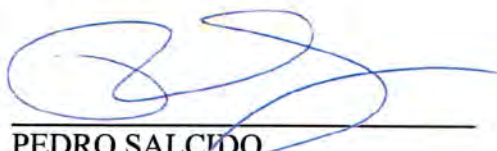
None

Submitted:

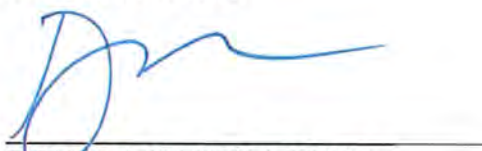
10/20/24

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

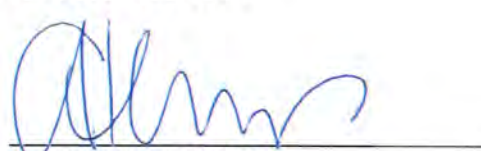
APPROVED BY:

PEDRO SALCIDO
Deputy Superintendent,
Business Services and Operations

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

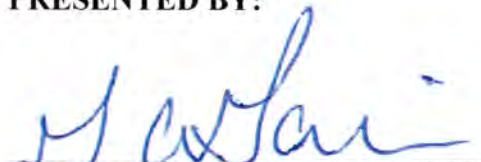
APPROVED BY:

KRISZTINA TOKES
Chief Facilities Executive
Facilities Services Division

REVIEWED BY:

NOLBERTO DELGADILLO
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

PRESENTED BY:

GREGORY GARCIA
Interim Director of Facilities
Maintenance and Operations
Facilities Services Division

**LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report**

Exhibit A

Charter School Facilities Upgrade Projects

- 1. Aspire Firestone Academy Playground Matting Replacement Project**
 - *Board District 5*
 - *Project Scope:* This project replaces two deteriorated playground matting systems.
 - *Project Budget:* \$109,972
 - *Construction Schedule:* Construction is anticipated to begin in Q4-2024 and be completed by Q1-2025.

- 2. Camino Nuevo Charter Academy #4: Cisneros Learning Academy Playground Matting Replacement Project**
 - *Board District 2*
 - *Project Scope:* This project replaces four deteriorated playground matting systems.
 - *Project Budget:* \$153,692
 - *Construction Schedule:* Construction is anticipated to begin in Q4-2024 and be completed by Q1-2025.

- 3. Animo Legacy Charter Middle School Roofing Replacement Project**
 - *Board District 1*
 - *Project Scope:* This project replaces approximately 203,000 square feet of deteriorated roofing on 37 buildings and arcades. The project includes replacing roof hatches and skylights, damaged wood, and the installation of new gutters and downspouts.
 - *Project Budget:* \$7,021,451
 - *Construction Schedule:* Construction is anticipated to begin in Q2-2025 and be completed by Q1-2026.

SCHOOL CONSTRUCTION BOND CITIZENS' OVERSIGHT COMMITTEE

D. Michael Hamner, FAIA, Chair
American Institute of Architects
Robert Campbell, Vice-Chair
L.A. Co. Auditor-Controller's Office
Dr. Samantha Rowles, Secretary
LAUSD Student Parent
Patrick MacFarlane, Executive Committee
Early Education Coalition
Scott Pansky, Executive Committee
L.A. Area Chamber of Commerce

Joseph P. Buchman – Legal Counsel
Burke, Williams & Sorensen, LLP
Lori Raineri and Keith Weaver – Oversight Consultants
Government Financial Services Joint Powers Authority

Neelura Bell
CA Charter School Association
Sandra Betts
CA Tax Reform Assn.
Chad Boggio
L.A. Co. Federation of Labor AFL-CIO
Aleigh Lewis
L.A. City Controller's Office
Jennifer McDowell
L.A. City Mayor's Office
Brian Mello
Assoc. General Contractors of CA
Santa Ramirez
Tenth District PTSA

William O. Ross IV
31st District PTSA
Dr. Bevin Ashenmiller (Alternate)
Tenth District PTSA
Ashley Kaiser (Alternate)
Assoc. General Contractors of CA
Connie Yee (Alternate)
L.A. Co. Auditor-Controller's Office
Vacant
Senior Citizens' Organization
Vacant
LAUSD Student Parent

Timothy Popejoy
Bond Oversight Administrator
Perla Zitle
Bond Oversight Coordinator

RESOLUTION 2024-35**BOARD REPORT NO. 107-24/25**

RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE THREE CHARTER SCHOOL FACILITIES UPGRADE PROJECTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN

WHEREAS, District Staff proposes that the Board of Education (Board) define and approve three projects that provide upgrades for Los Angeles Unified School District (Los Angeles Unified or District) facilities currently operated by charter schools (charter facilities upgrade projects), as described in Board Report 107-24/25 attached hereto, for a combined budget of \$7,285,115, and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein, and

WHEREAS, District Staff also requests that the Board authorize the Chief Procurement Officer and/or the Chief Facilities Executive, and/or their designee(s), to execute all instruments necessary, as legally permissible, to implement the proposed projects, including budget modifications and the purchase of equipment and materials; and

WHEREAS, the School Upgrade Program (SUP) develops projects that upgrade, modernize, and replace aging and deteriorating school facilities, update technology, and address facilities inequities in order to help improve student health, safety, and educational quality; and

WHEREAS, the SUP includes a spending target entitled "Charter School Facilities Upgrades and Expansions" and projects developed under this category of need are included in the Facilities SEP; and

WHEREAS, Charter school facilities upgrade projects are subject to assessment of the conditions and needs of the school building/site systems and components of District facilities operated by charter schools, input from the charter school community, and development of an implementation plan by District staff; and

RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE THREE CHARTER SCHOOL FACILITIES UPGRADE PROJECTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN

WHEREAS, the project proposals include projects to upgrade deteriorated playground matting systems at Aspire Firestone Academy and Camino Nuevo Charter Academy #4: Cisneros Learning Academy along with a project to provide roofing replacement at Animo Legacy Charter Middle School; and

WHEREAS, the Board's approval of the three charter facilities upgrade projects will authorize District Staff to proceed with the implementation of the proposed projects to improve student health and safety; and

WHEREAS, the proposal is consistent with Los Angeles Unified's long-term goal to address unmet school facilities needs and significantly improve the conditions of aging and deteriorating school facilities as described in Los Angeles Unified local bond measures; and

WHEREAS, the District's Office of the General Counsel has reviewed the proposed projects and determined that they may proceed to the School Construction Citizens' Bond Oversight Committee (BOC) for its consideration for recommendation to the Board of Education; and

WHEREAS, District staff has concluded that this proposed Facilities SEP amendment will facilitate Los Angeles Unified's ability to successfully complete the Facilities SEP.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The BOC recommends that the Board of Education define and approve three projects that provide charter school facilities upgrades with a combined budget of \$7,285,115 and amend the Facilities SEP to incorporate therein, as described in Board Report 107-24/25, a copy of which is attached hereto in the form it was presented to the BOC and is incorporated herein by reference.
2. This resolution shall be transmitted to the Los Angeles Unified School District Board of Education and posted on the BOC's website.
3. The District is directed to track the above recommendation and to report on the adoption, rejection, or pending status of the recommendations as provided in section 6.2 of the Charter and Memorandum of Understanding between the BOC and the District.

ADOPTED on November 7, 2024, by the following vote:

AYES: 9

ABSTENTIONS: 0

NAYS: 0

ABSENCES: 4

/Robert Campbell/

Robert Campbell
Vice-Chair

/Samantha Rowles/

Dr. Samantha Rowles
Secretary



Charter School Facilities Upgrades

Bond Oversight Committee Meeting
November 7, 2024

Charter School Facilities Upgrades

Item	Board District	School	Description	Anticipated Construction Start	Anticipated Construction Completion	Project Budget
1	5	Aspire Firestone Academy at Azalea Academies	Playground Matting Replacement	Q4-2024	Q1-2025	\$109,972
2	2	Camino Nuevo Charter Academy 4 at Cisneros Learning Center	Playground Matting Replacement	Q4-2024	Q1-2025	\$153,692
3	1	Animo Legacy Charter Middle School at Clay Middle School	Roofing Replacement	Q2-2025	Q1-2026	\$7,021,451
Total:						\$7,285,115

Animo Legacy Charter Middle School

Roofing Replacement

Project Scope:

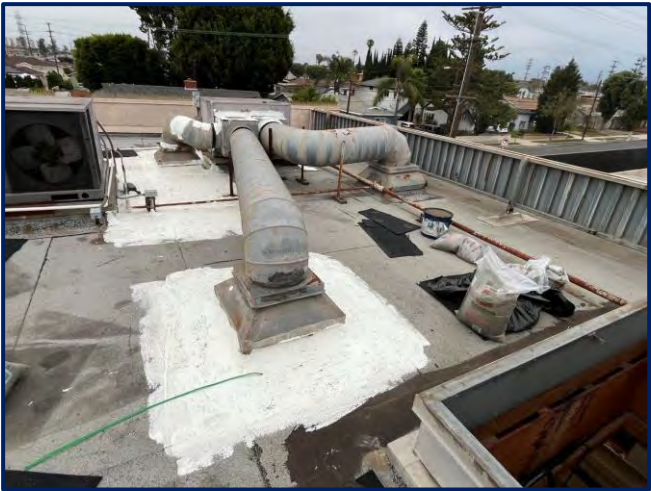
- Replace approximately 203,000 square feet of deteriorated roofing on 37 buildings and arcades
- Replace roof hatches, skylights, and damaged wood
- Install new gutters and downspouts

Construction Schedule: Q2-2025 – Q1-2026

Project Budget: \$7,021,451



Plans	1%
Construction	88%
Management	3%
Reserve	8%



Questions?

[Return to Order of Business](#)

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TAB 7



Board of Education Report

File #: Rep-108-24/25, Version: 1

Define and Approve 26 Board District Priority and Region Priority Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein

November 19, 2024

Facilities Services Division

Action Proposed:

Define and approve 26 Board District Priority (BDP) and Region Priority (RP) projects, as listed on Exhibit A, and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein. The total budget for these proposed projects is \$2,648,401.

Authorize the Chief Procurement Officer and/or the Chief Facilities Executive and/or their designee(s) to execute all instruments necessary, as legally permissible, to implement the proposed projects, including budget modifications and the purchase of equipment and materials.

Background:

Projects are developed at the discretion of the Board Districts and/or Regions based upon an identified need. These projects are developed with support from Facilities Services Division staff and input from school administrators.

Project scopes, schedules, and budgets may vary depending on site conditions and needs. All projects must be capital in nature and adhere to bond language and laws.

Bond Oversight Committee Recommendations:

This item was considered by the School Construction Bond Citizens' Oversight Committee (BOC) at its meeting on November 7, 2024, as reference in Exhibit B. The presentation that was provided is included as Exhibit C. Staff has concluded that this proposed Facilities SEP amendment is in alignment with BOC recommendations and will facilitate Los Angeles Unified's ability to successfully implement the Facilities SEP.

Expected Outcomes:

Execution of these proposed projects will help improve the learning environment for students, teachers, and staff.

Board Options and Consequences:

Adoption of the proposed action will allow staff to execute the projects listed on Exhibit A. Failure to approve this proposed action will delay the projects and ultimately the anticipated benefit to the school and its students.

Policy Implications:

The requested actions are consistent with the Board-Prioritized Facilities Programs for BDP and RP projects and the District's commitment to address unmet school facilities needs and provide students with a safe and healthy learning environment. The proposed action advances Los Angeles Unified's 2022-2026 Strategic Plan Pillar 4 Operational Effectiveness Modernizing Infrastructure by providing capital improvements at schools.

File #: Rep-108-24/25, Version: 1

Budget Impact:

The total combined budget for the 26 proposed projects is \$2,648,401. Two projects are funded by Bond Program funds earmarked specifically for RP projects. Twenty-four projects are funded by Bond Program funds earmarked specifically for BDP projects.

Each project budget was prepared based on the current information known and assumptions about the proposed project scope, site conditions, and market conditions. Individual project budgets will be reviewed throughout the planning, design, and construction phases as new information becomes known or unforeseen conditions arise and will be adjusted accordingly to enable the successful completion of each proposed project.

Student Impact:

The proposed projects will upgrade, modernize, and/or improve school facilities to enhance the safety and educational quality of the learning environment to benefit approximately 12,100 current and future students.

Equity Impact:

Board Districts and Regions consider a number of factors, including equity, when identifying the need for BDP and RP projects.

Issues and Analysis:

This report includes a number of time-sensitive, small to medium-sized projects that have been deemed critical by Board Districts and/or Regions and school administrators.

Attachments:

Exhibit A - Board District Priority and Region Priority Projects

Exhibit B - BOC Resolution

Exhibit C - BOC Presentation

Informatives:

Not Applicable

Submitted:

10/20/24

File #: Rep-108-24/25, Version: 1

RESPECTFULLY SUBMITTED,


ALBERTO M. CARVALHO
Superintendent

APPROVED BY:

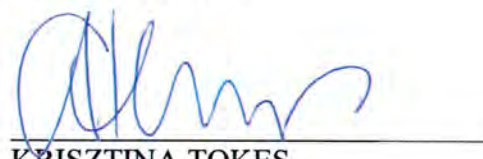

PEDRO SALCIDO
Deputy Superintendent,
Business Services and Operations

REVIEWED BY:


DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED BY:


KRISZTINA TOKES
Chief Facilities Executive
Facilities Services Division

REVIEWED BY:


NOLBERTO DELGADILLO
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

PRESENTED BY:

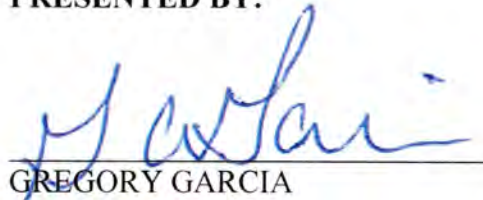

GREGORY GARCIA
Interim Director of Facilities
Maintenance and Operations
Facilities Services Division

EXHIBIT A

BOARD DISTRICT PRIORITY AND REGION PRIORITY PROJECTS

Item	Board District	Region	School	Project	Managed Program	Project Budget	Anticipated Construction Start	Anticipated Construction Completion
1	1	S	Budlong ES	Install motorized parking lot gate	RP	\$ 173,586	Q3-2025	Q4-2025
2	3	N	Calabash Charter Academy*	Auditorium renovation	BDP ¹	\$ 40,000	Q2-2025	Q4-2025
3	3	N	Cárdenas ES	Install new chain link privacy fence	BDP	\$ 43,000	Q2-2025	Q3-2025
4	3	N	Cohasset ES	Provide classroom furniture	BDP	\$ 40,000	Q4-2024	Q2-2025
5	3	N	Lake Balboa College Preparatory Magnet	Provide playfield upgrade and lockers	BDP ²	\$ 186,404	Q3-2025	Q1-2026
6	3	N	Lorne ES	Provide classroom furniture	BDP	\$ 12,966	Q4-2024	Q2-2025
7	3	N	Napa ES	Install shade structure	RP ³	\$ 330,726	Q1-2026	Q3-2026
8	3	N	Stagg ES	Install new chain link privacy fence	BDP	\$ 22,009	Q4-2024	Q1-2025
9	3	N	Sylvan Park ES	Install new chain link privacy fence	BDP	\$ 63,000	Q2-2025	Q3-2025
10	3	N	Van Nuys MS	Provide classroom furniture	BDP	\$ 82,910	Q4-2024	Q2-2025
11	4	N	Garden Grove ES	Provide classroom furniture	BDP	\$ 42,236	Q4-2024	Q2-2025
12	5	E	Bryson ES	Install shade structure	BDP	\$ 330,726	Q1-2026	Q3-2026
13	5	E	Clinton MS	Install water bottle filling stations	BDP	\$ 60,000	Q3-2025	Q3-2025
14	5	E	Escalante EEC	Install new electronic wall-mounted marquee	BDP	\$ 73,549	Q2-2025	Q3-2025
15	5	E	Heliotrope Avenue ES	Install new playground structure and matting	BDP ⁴	\$ 522,761	Q1-2026	Q3-2026
16	5	E	Liberty ES	Install water bottle filling stations	BDP	\$ 60,000	Q3-2025	Q3-2025
17	5	E	Maywood Academy HS	Install water bottle filling stations	BDP	\$ 60,000	Q3-2025	Q3-2025
18	5	E	Stanford PC	Provide exterior lunch tables and benches	BDP	\$ 27,405	Q4-2024	Q2-2025
19	5	E	Wadsworth EEC	Install video surveillance (CCTV) system	BDP	\$ 56,756	Q2-2025	Q3-2025
20	5	W	Kim ES	Provide exterior lunch tables and benches	BDP	\$ 21,878	Q4-2024	Q2-2025
21	5	W	Sotomayor Arts and Sciences Magnet	Install water bottle filling stations	BDP	\$ 60,000	Q3-2025	Q3-2025
22	6	N	Beachy ES	Provide exterior benches	BDP	\$ 5,327	Q4-2024	Q2-2025
23	6	N	Burton ES	Install new electronic free-standing marquee	BDP	\$ 64,640	Q2-2025	Q3-2025
24	6	N	Lassen ES	Install new electronic free-standing marquee	BDP	\$ 76,530	Q3-2025	Q4-2025
25	6	N	Sunland ES	Provide classroom furniture	BDP	\$ 21,867	Q4-2024	Q2-2025
26	7	S	99th St. ES	Replace deteriorated auditorium seating	BDP	\$ 170,125	Q2-2025	Q3-2025
TOTAL						\$ 2,648,401		

* LAUSD affiliated charter school

¹ Calabash Charter Academy - Although this is a Board District 3 (BD3) BDP project, the school will contribute \$83,550 towards this budget. The project budget shown here does not include this contribution. This approval is for the bond-funded portion only.

² Lake Balboa College Preparatory Magnet - Although this is a Board District 3 (BD3) BDP project, Region North (RN) will contribute \$75,000 towards this budget. The project budget shown here includes this contribution. The amount will be transferred from the RN spending target to the BD3 spending target.

³ Napa ES - Although this is a Region North (RN) RP project, Board District 3 (BD3) will contribute \$75,000 towards this budget. The project budget shown here includes this contribution. The amount will be transferred from the BD3 spending target to the RN spending target.

⁴ Heliotrope Avenue ES - Although this is a Board District 5 (BD5) BDP project, Region East (RE) will contribute \$211,400 towards this budget. The project budget shown here includes this contribution. The amount will be transferred from the RE spending target to the BD5 spending target. Additionally, Champions of Ability will donate \$100,000 towards this budget. The project budget shown here includes this donation.

NOTE: Budgets for marquee projects may vary depending on size, type, location, etc.

SCHOOL CONSTRUCTION BOND CITIZENS' OVERSIGHT COMMITTEE

D. Michael Hamner, FAIA, Chair
American Institute of Architects
Robert Campbell, Vice-Chair
L.A. Co. Auditor-Controller's Office
Dr. Samantha Rowles, Secretary
LAUSD Student Parent
Patrick MacFarlane, Executive Committee
Early Education Coalition
Scott Pansky, Executive Committee
L.A. Area Chamber of Commerce

Joseph P. Buchman – Legal Counsel
Burke, Williams & Sorensen, LLP
Lori Raineri and Keith Weaver – Oversight Consultants
Government Financial Services Joint Powers Authority

Neelura Bell
CA Charter School Association
Sandra Betts
CA Tax Reform Assn.
Chad Boggio
L.A. Co. Federation of Labor AFL-CIO
Aleigh Lewis
L.A. City Controller's Office
Jennifer McDowell
L.A. City Mayor's Office
Brian Mello
Assoc. General Contractors of CA
Santa Ramirez
Tenth District PTSA

William O. Ross IV
31st District PTSA
Dr. Bevin Ashenmiller (Alternate)
Tenth District PTSA
Ashley Kaiser (Alternate)
Assoc. General Contractors of CA
Connie Yee (Alternate)
L.A. Co. Auditor-Controller's Office
Vacant
Senior Citizens' Organization
Vacant
LAUSD Student Parent

Timothy Popejoy
Bond Oversight Administrator
Perla Zitle
Bond Oversight Coordinator

RESOLUTION 2024-33**BOARD REPORT NO. 108-24/25**

RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE 26 BOARD DISTRICT PRIORITY AND REGION PRIORITY PROJECTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN

WHEREAS, District Staff proposes the Board of Education define and approve 26 Board District Priority and Region Priority Projects (as listed on Exhibit A of Board Report No. 108-24/25) and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein. The total budget for these proposed projects is \$2,648,401; and

WHEREAS, District Staff proposes the Board of Education authorize the Chief Procurement Officer and/or the Chief Facilities Executive and/or their designee(s) to execute all instruments necessary, as legally permissible, to implement the proposed projects, including budget modifications and the purchase of equipment and materials; and

WHEREAS, Projects are developed at the discretion of the Board Districts and/or Regions based upon an identified need with support from Facilities staff and input from school administrators; and

WHEREAS, District Staff has determined the proposed projects are consistent with the District's commitment to address unmet school facilities needs and provide students with a safe and healthy learning environment; and

WHEREAS, Funding for the 26 proposed projects will come from Board District Priority Funds and Region Priority Funds; and

WHEREAS, the District's Office of the General Counsel has reviewed the proposed Projects and determined that they may proceed to the School Construction Bond Citizens' Oversight Committee for consideration and recommendation to the Board of Education; and

RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE 26 BOARD DISTRICT PRIORITY AND REGION PRIORITY PROJECTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN

WHEREAS, District Staff has concluded this proposed Facilities SEP amendment will facilitate Los Angeles Unified's ability to successfully complete the Facilities SEP.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The BOC recommends the Board of Education define and approve 26 Board District Priority and Region Priority Projects with a combined budget of \$2,648,401, and amend the Facilities SEP to incorporate therein, as described in Board Report No. 108-24/25, a copy of which is attached hereto in the form it was presented to the BOC and is incorporated herein by reference.
2. This resolution shall be transmitted to the Los Angeles Unified School District Board of Education and posted on the BOC's website.
3. The District is directed to track the above recommendation and to report on the adoption, rejection, or pending status of the recommendations as provided in section 6.2 of the Charter and Memorandum of Understanding between the BOC and the District.

ADOPTED on November 7, 2024, by the following vote:

AYES: 9

ABSTENTIONS: 0

NAYS: 0

ABSENCES: 4

/Robert Campbell/

Robert Campbell
Vice-Chair

/Samantha Rowles/

Dr. Samantha Rowles
Secretary



Board District Priority and Region Priority Projects

Bond Oversight Committee Meeting
November 7, 2024

Board District Priority and Region Priority Projects

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Item	Board District	Region	School	Project	Managed Program	Project Budget	Anticipated Construction Start	Anticipated Construction Completion
1	1	S	Budlong ES	Install motorized parking lot gate	RP	\$ 173,586	Q3-2025	Q4-2025
2	3	N	Calabash Charter Academy*	Auditorium renovation	BDP ¹	\$ 40,000	Q2-2025	Q4-2025
3	3	N	Cárdenas ES	Install new chain link privacy fence	BDP	\$ 43,000	Q2-2025	Q3-2025
4	3	N	Cohasset ES	Provide classroom furniture	BDP	\$ 40,000	Q4-2024	Q2-2025
5	3	N	Lake Balboa College Preparatory Magnet	Provide playfield upgrade and lockers	BDP ²	\$ 186,404	Q3-2025	Q1-2026
6	3	N	Lorne ES	Provide classroom furniture	BDP	\$ 12,966	Q4-2024	Q2-2025
7	3	N	Napa ES	Install shade structure	RP ³	\$ 330,726	Q1-2026	Q3-2026
8	3	N	Stagg ES	Install new chain link privacy fence	BDP	\$ 22,009	Q4-2024	Q1-2025
9	3	N	Sylvan Park ES	Install new chain link privacy fence	BDP	\$ 63,000	Q2-2025	Q3-2025
10	3	N	Van Nuys MS	Provide classroom furniture	BDP	\$ 82,910	Q4-2024	Q2-2025
11	4	N	Garden Grove ES	Provide classroom furniture	BDP	\$ 42,236	Q4-2024	Q2-2025
12	5	E	Bryson ES	Install shade structure	BDP	\$ 330,726	Q1-2026	Q3-2026
13	5	E	Clinton MS	Install water bottle filling stations	BDP	\$ 60,000	Q3-2025	Q3-2025
14	5	E	Escalante EEC	Install new electronic wall-mounted marquee	BDP	\$ 73,549	Q2-2025	Q3-2025
15	5	E	Heliotrope Avenue ES	Install new playground structure and matting	BDP ⁴	\$ 522,761	Q1-2026	Q3-2026
16	5	E	Liberty ES	Install water bottle filling stations	BDP	\$ 60,000	Q3-2025	Q3-2025
17	5	E	Maywood Academy HS	Install water bottle filling stations	BDP	\$ 60,000	Q3-2025	Q3-2025
18	5	E	Stanford PC	Provide exterior lunch tables and benches	BDP	\$ 27,405	Q4-2024	Q2-2025
19	5	E	Wadsworth EEC	Install video surveillance (CCTV) system	BDP	\$ 56,756	Q2-2025	Q3-2025
20	5	W	Kim ES	Provide exterior lunch tables and benches	BDP	\$ 21,878	Q4-2024	Q2-2025
21	5	W	Sotomayor Arts and Sciences Magnet	Install water bottle filling stations	BDP	\$ 60,000	Q3-2025	Q3-2025
22	6	N	Beachy ES	Provide exterior benches	BDP	\$ 5,327	Q4-2024	Q2-2025
23	6	N	Burton ES	Install new electronic free-standing marquee	BDP	\$ 64,640	Q2-2025	Q3-2025
24	6	N	Lassen ES	Install new electronic free-standing marquee	BDP	\$ 76,530	Q3-2025	Q4-2025
25	6	N	Sunland ES	Provide classroom furniture	BDP	\$ 21,867	Q4-2024	Q2-2025
26	7	S	99th St. ES	Replace deteriorated auditorium seating	BDP	\$ 170,125	Q2-2025	Q3-2025
TOTAL						\$ 2,648,401		

* LAUSD affiliated charter school

¹ Calabash Charter Academy - Although this is a Board District 3 (BD3) BDP project, the school will contribute \$83,550 towards this budget. The project budget shown here does not include this contribution. This approval is for the bond-funded portion only.

² Lake Balboa College Preparatory Magnet - Although this is a Board District 3 (BD3) BDP project, Region North (RN) will contribute \$75,000 towards this budget. The project budget shown here includes this contribution. The amount will be transferred from the RN spending target to the BD3 spending target.

³ Napa ES - Although this is a Region North (RN) RP project, Board District 3 (BD3) will contribute \$75,000 towards this budget. The project budget shown here includes this contribution. The amount will be transferred from the BD3 spending target to the RN spending target.

⁴ Heliotrope Avenue ES - Although this is a Board District 5 (BD5) BDP project, Region East (RE) will contribute \$211,400 towards this budget. The project budget shown here includes this contribution. The amount will be transferred from the RE spending target to the BD5 spending target. Additionally, Champions of Ability will donate \$100,000 towards this budget. The project budget shown here includes this donation.

NOTE: Budgets for marquee projects may vary depending on size, type, location, etc.

Napa ES & Bryson ES

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Install Shade Structure (Items #7 & #12)

These projects install one shade structure at each campus, upgrades drinking fountain stations, and provides minor path of travel upgrades. The Napa ES shade structure will be at the lunch area and the one for Bryson ES will be at the kindergarten yard area.

Overall Project Budget: \$661,452

Construction Schedule: Q1-2026 to Q3-2026



Napa ES



Bryson ES

Heliotrope ES

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Install New Playground Structure and Matting (Item #15)

This project installs a new 24' x 35' playground structure, approximately 865 square feet of matting, and provides an accessible drinking fountain and path of travel upgrades.

Project Budget: \$522,761

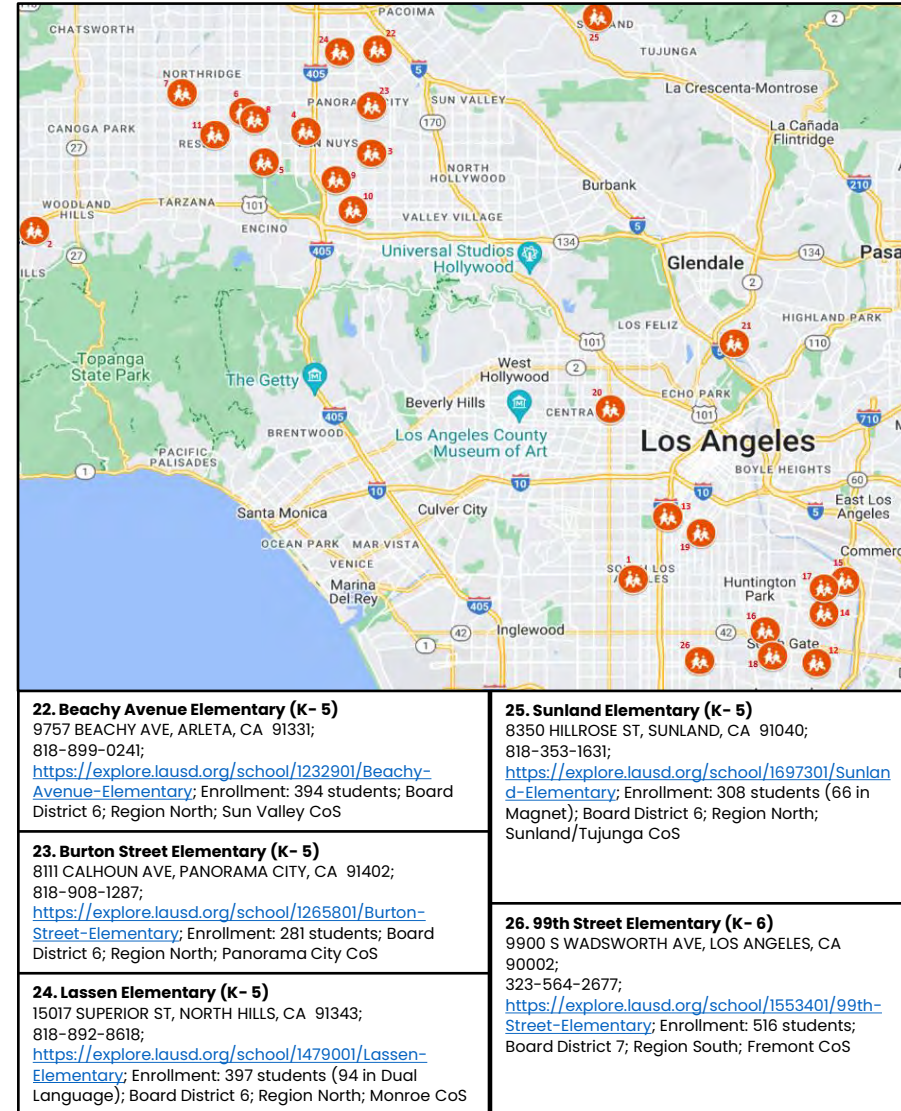
Construction Schedule: Q1-2026 to Q3-2026



Heliotrope ES

Map of Board District Priority and Region Priority Projects ¹⁵²

(Prepared by BOC Staff)



1. Budlong Avenue Elementary (K- 5) 5940 S BUDLONG AVE, LOS ANGELES, CA 90044; 323-750-6955; https://explore.lausd.org/school/1261601/Budlong-Avenue-Elementary ; Enrollment: 647 students; Board District 1; Region South; South Mid-City CoS	8. Stagg Street Elementary (K- 5) 7839 AMESTOY AVE, LAKE BALBOA, CA 91406; 818-881-9850; https://explore.lausd.org/school/1689001/Stagg-Street-Elementary ; Enrollment: 439 students; Board District 3; Region North; Cleveland CoS	15. Heliotrope Avenue Elementary (K- 5) 5911 WOODLAWN AVE, MAYWOOD, CA 90270; 323-560-1230; https://explore.lausd.org/school/1450701/Heliotrope-Avenue-Elementary ; Enrollment: 491 students; Board District 5; Region East; Bell/Cudahy/Maywd CoS
2. Calabash Charter Academy (K- 5) * 23055 EUGENE ST, WOODLAND HILLS, CA 91364; 818-224-4430; https://explore.lausd.org/school/1270401/Calabash-Charter-Academy ; Enrollment: 418 students; Board District 3; Region North; Taft CoS	9. Sylvan Park Elementary (K- 5) 6238 NOBLE AVE, VAN NUYS, CA 91411; 818-988-4020; https://explore.lausd.org/school/1702701/Sylvan-Park-Elementary ; Enrollment: 662 students; Board District 3; Region North; Van Nuys/Val Gln CoS	16. Liberty Boulevard Elementary (K- 5) 2728 LIBERTY BLVD, SOUTH GATE, CA 90280; 323-583-41960; https://explore.lausd.org/school/1486301/Liberty-Boulevard-Elementary ; Enrollment: 432 students; Board District 5; Region East; South Gate CoS
3. Andres & Maria Cardenas Elementary (K- 5) 6900 CALHOUN AVE, VAN NUYS, CA 91405; 818-908-6700; https://explore.lausd.org/school/1740101/Andres-&-Maria-Cardenas-Elementary ; Enrollment: 415 students; Board District 3; Region North; Van Nuys/Val Gln CoS	10. Van Nuys Middle School (6- 8) 5435 VESPER AVE, VAN NUYS, CA 91411; 818-267-5900; https://explore.lausd.org/school/1843401/Van-Nuys-Middle-School ; Enrollment: 805 students (236 in Magnet); Board District 3; Region North; Van Nuys/Val Gln CoS	17. Maywood Academy Senior High (9-12) 6125 PINE AVE, MAYWOOD, CA 90270; 323-838-60000; https://explore.lausd.org/school/1238101/Maywood-Elementary-School ; Enrollment: 962 students; Board District 5; Region East; Bell/Cudahy/Maywd CoS
4. Cohasset Street Elementary (K- 5) 15810 SATICOY ST, LAKE BALBOA, CA 91406; 818-787-2113; https://explore.lausd.org/school/1313701/Cohasset-Street-Elementary ; Enrollment: 488 students (127 in Dual Language); Board District 3; Region North; Monroe CoS	11. Garden Grove Elementary (K- 5) 18141 VALERIO ST, RESEDA, CA 91335; 818-343-4762; https://explore.lausd.org/school/1405501/Garden-Grove-Elementary ; Enrollment: 314 students; Board District 4; Region North; Reseda CoS	18. Stanford Avenue Primary Center (K- K) 3020 KANSAS AVE, SOUTH GATE, CA 90280; 323-563-9208; https://explore.lausd.org/school/1690501/Stanford-Avenue-Primary-Center ; Enrollment: 147 students (14 in Dual Language); Board District 5; Region East; South Gate CoS
5. Lake Balboa College Preparatory Magnet K-12 (K-12) 6701 BALBOA BLVD, LAKE BALBOA, CA 91406; 818-342-6133; https://explore.lausd.org/school/1739001/Lake-Balboa-College-Preparatory-Magnet-K-12 ; Enrollment: 585 students; Board District 3; Region North; Reseda CoS	12. Bryson Avenue Elementary (K- 5) 4470 MISSOURI AVE, SOUTH GATE, CA 90280; 323-569-71410; https://explore.lausd.org/school/1258901/Bryson-Avenue-Elementary ; Enrollment: 728 students (297 in Magnet); Board District 5; Region East; South Gate CoS	19. Wadsworth Ave Early Education Center (Pre-K) 1047 E 41ST ST, LOS ANGELES, CA 90011; 323-232-0581; https://explore.lausd.org/school/1957501/Wadsworth-Avenue-Early-Education-Center ; Enrollment: 98 students; Board District 5; Region East; So Los Angeles CoS
6. Lorne Street Elementary (K- 5) 17440 LORNE ST, NORTHRIDGE, CA 91325; 818-342-3123; https://explore.lausd.org/school/1497301/Lorne-Street-Elementary ; Enrollment: 387 students (291 in Magnet); Board District 3; Region North; Cleveland CoS	13. William Jefferson Clinton Middle School (6- 8) 3500 S HILL ST, LOS ANGELES, CA 90007; 323-235-72000; https://explore.lausd.org/school/1806201/William-Jefferson-Clinton-Middle-School ; Enrollment: 640 students (176 in Magnet); Board District 5; Region East; So Los Angeles CoS	20. Charles H Kim Elementary School (K- 5) 225 S OXFORD AVE, LOS ANGELES, CA 90004; 213-368-5600; https://explore.lausd.org/school/1270101/Charles-H-Kim-Elementary-School ; Enrollment: 478 students (224 in Dual Language); Board District 5; Region West; Ktown/PicoUnion CoS
7. Napa Street Elementary (K- 5) 19010 NAPA ST, NORTHRIDGE, CA 91324; 818-885-1441; https://explore.lausd.org/school/1544601/Napa-Street-Elementary ; Enrollment: 439 students (156 in Dual Language); Board District 3; Region North; Cleveland CoS	14. Escalante Early Education Center (Pre-K) 7221 S ATLANTIC AVE, CUDAHY, CA 90201; 323-890-2380; https://explore.lausd.org/school/1945801/Jaime-Escalante-Early-Education-Center ; Enrollment: 134 students; Board District 5; Region East; Bell/Cudahy/Maywd CoS	21. Sonia Sotomayor Art/Sciences Magnet (6-12) 2050 N SAN FERNANDO RD, LOS ANGELES, CA 90065; 323-276-55350; https://explore.lausd.org/school/1857701/Sonia-Sotomayor-Arts-and-Sciences-Magnet ; Enrollment: 516 students; Board District 5; Region West; Glsl/Ls Flz Prk CoS

Questions?

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TAB 8



Board of Education Report

File #: Rep-109-24/25, Version: 1

Authorization to Negotiate and Execute a Non-Binding Letter of Intent for the Potential Exchange of the NEW Academy Canoga Park Property for an Interest in a Planned Housing Development and to Conduct Due Diligence

November 19, 2024

Facilities Services Division

Action Proposed:

Authorize the Chief Facilities Executive and/or her designee(s) to negotiate and execute a non-binding Letter of intent (“LOI”) with New Economics for Women (“NEW”) for a possible exchange of the NEW Academy Canoga Park school site (“School”) for a housing development to be constructed by NEW, conduct and expend no more than \$50,000 for due diligence, and execute reasonable contracts to evaluate this possible property exchange. Staff will present to the Board of Education (“Board”) with its evaluation of, and recommendation for, the possible property exchange and, if applicable, request Board authorization to enter into an agreement for a property exchange at a later date.

Background:

In 2004, the Canoga Park New Elementary School Project was planned as a 536 two-semester seat, 24 classroom, K-5 facility to relieve overcrowding at Canoga Park Elementary School. The approximately 2-acre site upon which the School is located was originally owned by LCB Enterprises (“LCB”), a subsidiary of NEW, a local nonprofit low-income housing developer. Rather than developing the site as a District project, the District negotiated with LCB to construct a new elementary school on the property at LCB’s sole cost and expense. On January 13, 2004, the Board took an action to approve the project. The project cost, which included the completed improvements, and the Districts internal costs was \$19,899,468, not including the land. Upon completion in 2005, the District purchased the site, including the land, for \$23,074,993 and leased the site back to LCB for \$1 annually. The District used State Escutia Funds to complete the purchase. NEW has operated an independent K-5 charter school on the site since it opened in 2005.

NEW currently occupies the School pursuant to a Charter School Use Agreement that will expire on September 25, 2025. NEW has indicated that their motivation for the potential transaction is that the ownership of the School will allow permanent occupancy for its school and owning the school building will allow them to complete their vision for the Tierra del Sol Community which began 20+ years ago. NEW had a vision for a community development that included a school, residential and a community center. But it also was intended to be a community with services for the residents of the area. The School is the only facility on the block they do not own. Owning this asset is important to them to complete their original vision.

If the District and NEW cannot mutually agree upon an exchange of property, the District will continue to own the School and expiration of the Charter School Use Agreement will allow the District to utilize the School for its purposes or proceed with a fair, transparent, and neutral bid process to allow the School to be occupied by a charter school.

Terms of NEW's Letter of Intent to Exchange

NEW has submitted a non-binding Letter of Intent ("LOI") to the District proposing to exchange (using Ed. Code Section 17536, et seq.) District's interest in the School (including the land), for an ownership interest in a proposed 60-unit affordable workforce housing project NEW is developing on two adjacent properties located at 18704 Sherman Way and 7133 Yolanda Avenue in Los Angeles. The housing project currently proposes a mix of 1-, 2- and 3-bedroom units in a 3-story building over approximately 80 parking spaces. NEW is evaluating how various new housing regulations could be applied to the site to increase the number of units to be constructed. See the following images of the site and three possible development scenarios. NEW is proposing that, pursuant to AB 3308, the majority, if not all, of the units be deed restricted to District employees. NEW will construct the project using their own funding and District will not be responsible for funding any of the improvements or project costs.

NEW suggests the parties execute a LOI to proceed with conceptual design, development, and feasibility planning, which will also be used by NEW to secure financing commitments. The District will require the LOI include a commitment and disclosure from NEW that all or a portion of the planned housing units will be restricted to District employees depending on the District's due diligence and mutually agreed upon terms and conditions of a property exchange, if applicable. At this time, the District does not know if a property exchange will involve all or portion of the housing units that NEW is proposing to construct. Upon preliminary approval of a Design Development plan by the City of LA, NEW proposes the parties then execute a Memorandum of Understanding ("MOU") to enter into an exchange agreement. The exchange agreement would be subject to NEW receiving approval of the construction documents by the City and be executed by the parties before commencement of construction of the housing project. NEW suggests the following timeline for the transaction:

• Schematic Design and Preliminary Land Use Investigation	15 weeks
• Design Development and City Planning Dept. Review	15 weeks
• Cost Estimating and Preparation of MOU	5 weeks
• Board Approval of MOU	TBD
• Construction Documents	30 weeks
• Preparation of Exchange Agreement	5 weeks
• Board Approval of Exchange Agreement	TBD
• Construction	12 - 18 months

Expected Outcomes:

Approval of the proposed action will allow staff to negotiate and enter into a Letter of Intent to secure a mutually satisfactory set of terms to an exchange of Los Angeles Unified property for new affordable housing for employees.

Board Options and Consequences:

The adoption of staff's proposal will permit Los Angeles Unified to proceed with the negotiations for the Letter of Intent and pursue further due diligence. If the proposed action is not adopted, staff will be unable to proceed with Letter of Intent and due diligence activities. As a result, Los Angeles Unified will lose the ability to exchange an asset that produces little material revenue for a much-needed affordable housing project.

Policy Implications:

This action helps facilitate the Los Angeles Unified employee housing initiative. The proposed action advances Los Angeles Unified's 2022-2026 Strategic Plan, Pillar 4 Operational Effectiveness, Make Los Angeles Unified

File #: Rep-109-24/25, Version: 1

the District of Choice and Pillar 5 Investing in Staff, Development and Uplifting of Talented Staff to Serve All Students.

Budget Impact:

The proposed action does not have a budget impact as the Board previously authorized funding for the housing initiative of \$1,500,000. The current budget for the proposed negotiations and due diligence is \$50,000.

Student Impact:

The proposed Project will help ensure that the students attending the school are provided with safe and updated facilities that support learning.

Equity Impact:

Not applicable.

Issues and Analysis:Advantages

- The proposed transaction would provide the District with the opportunity to exchange an independent charter school (NEW pays \$1 annually for the lease back) for an affordable housing development that will allow the District to move forward on its housing initiative, deliver much needed affordable housing opportunities for employees and require a minimal commitment of its funds. Funding will be limited to the costs of performing the due diligence for the land exchange.
- The exchange concept does not require forming a 7-11 Committee and eventually declaring the property surplus. The exchange can be completed by Board action.
- The District would have little risk as the exchange would only happen after NEW had completed the new housing development and received a certificate of occupancy.
- NEW's charter school petition would still require regular review and authorization by the Board.

Challenges

- Requires negotiations to establish the number of units the District would control in the exchange.
- Rising construction costs and interest rates/financing challenges could affect the budget and timeline in a way that the project costs and schedule could be materially impacted. The District would need to be protected so it had the ability to terminate the agreement if it is not getting the benefit of the bargain.
- Although the District is just completing its employee housing survey to support a commitment to the units, given the long waiting lists for units at the District's three existing affordable housing projects, there is little risk that the project would not garner interest from District employees and their families. In addition, the survey of District employees will be complete before a binding agreement between NEW and the District is executed.

Attachments:

None

Informatives:

None

Submitted:

10/20/24

RESPECTFULLY SUBMITTED,
ALBERTO M. CARVALHO
Superintendent**APPROVED BY:**
PEDRO SALCIDO
Deputy Superintendent
Business Services and Operations**REVIEWED BY:**
DEVORA NAVERA REED
General Counsel☒ Approved as to form.**APPROVED BY:**
KRISZTINA TOKES
Chief Facilities Executive
Facilities Services Division**REVIEWED BY:**
NOLBERTO DELGADILLO
Deputy Chief Financial Officer☒ Approved as to budget impact statement.**PRESENTED BY:**
ISSAM DAHDUL
Director of Facilities Planning & Development
Facilities Services Division

[Return to Order of Business](#)

TAB 9



Board of Education Report

File #: Rep-080-24/25, Version: 1

Donations of Money and Materials to the District

November 19, 2024

Accounting and Disbursements Division

Action Proposed:

1. Approve the donation of money (District): It is recommended that the donations be accepted; that appreciation is expressed to the donors for their contribution by way of this report; the funds totaling \$1,264,265.00 be deposited; and the Controller be authorized to draw checks for the purposes indicated on the donation:

Date: 09/09/2024
Donor: Partnership for Los Angeles Schools
Donation: \$70,000.00
For use at: Educational Transformation Office (ETO)
Purpose: To provide funding to cover expenses related to ETO Professional Development (PD) including but not limited to: venue & equipment rentals, meals, custodial/classified staff time/effort, custodial supplies, professional development materials, PD spirit wear

Date: 09/09/2024
Donor: Chandler Elementary Parent Teacher Association (PTA)
Donation: \$55,000.00
For use at: Chandler Elementary School
Purpose: To provide funding for purchase of three Teacher Assistant (TA) positions

Date: 09/09/2024
Donor: Entertainment Industry Foundation
Donation: \$295,000.00
For use at: Roybal Learning Center
Purpose: To provide funding to support teacher /staffing costs and purchase of items including computer software, instructional materials, trainings, and recruitment materials

Date: 09/09/2024
Donor: Delevan Drive Elementary School PTA
Donation: \$45,695.00
For use at: Delevan Drive Elementary School
Purpose: To provide funding for substitute teachers \$36,000 and general supplies

Date: 09/09/2024
Donor: The Academy for Enriched Sciences PTA
Donation: \$30,830.00

File #: Rep-080-24/25, Version: 1

For use at:	Academy for Enriched Sciences
Purpose:	To provide funding for Young Men's Christian Association (YMCA)/ Psychomotor service and Code Ninja professional service in fall
Date:	09/09/2024
Donor:	Encorps Inc.
Donation:	\$66,950.00
For use at:	Career Technical Education (CTE) Linked Learning
Purpose:	To provide funding for new CTE Teacher mentor program
Date:	09/10/2024
Donor:	Supporters of Braddock Drive Elementary School
Donation:	\$196,867.00
For use at:	Braddock Drive Elementary School
Purpose:	To provide funding for TA, Instructional Aides, Paid Non-Working Days and Potential Funding Variance
Date:	09/13/2024
Donor:	Roscomare School Booster Club
Donation:	\$59,300.00
For use at:	Roscomare Road Elementary School
Purpose:	To provide funding for Fiscal Year (FY) 2024-25 Instructional Aides and school Supervision Aide positions
Date:	09/13/2024
Donor:	Palisades Enrichment Programs
Donation:	\$35,900.00
For use at:	Palisades Charter Elementary School
Purpose:	To provide funding for smartboards and technology
Date:	09/13/2024
Donor:	Friends of Van Gogh Inc
Donation:	\$35,218.00
For use at:	Van Gogh Charter
Purpose:	To provide funding for Releve Studio, Theatre and Dance Workshop, YMCA Psychomotor Program
Date:	09/13/2024
Donor:	Parents Association Colfax Elementary
Donation:	\$78,262.00
For use at:	Colfax Charter
Purpose:	To provide funding for professional experts
Date:	09/13/2024
Donor:	Kester Avenue Elementary PTA
Donation:	\$158,768.00
For use at:	Kester Avenue Magnet Elementary School

Purpose: To provide funding for Enrich Mind Computer programs, 1st semester Professional Expert Music Program, for Personnel positions to support school programs FY 2024-25

Date: 09/24/2024

Donor: Friends of Westwood Recreation Complex

Donation: \$30,625.00

For use at: Fairburn Avenue Elementary School

Purpose: To provide funding for general supplies and classified overtime

Date: 09/24/2024

Donor: Kester Avenue Elementary PTA

Donation: \$29,400.00

For use at: Kester Avenue Elementary School

Purpose: To provide funding for YMCA Physical Education programs FY 2024-25

Date: 09/24/2024

Donor: Friends of Hancock Park School

Donation: \$28,000.00

For use at: Hancock Park Elementary

Purpose: To provide funding for substitutes for Writers Workshop FY 2024-25

Date: 10/01/2024

Donor: International Longshore and Warehouse Union

Donation: \$48,450.00

For use at: Harry Bridges Span

Purpose: To provide funding for Psychomotor Physical Education program and CrossFit program

2. Approve the donation of materials/food (District): It is recommended that the donations be accepted; that appreciation is expressed to the donors for their contribution by way of this report; and the Procurement Services Division - Materiel Management Branch be authorized to distribute the donations, with a total value of \$290,536.09, for the purposes indicated on the donation:

Date: 10/17/2024

Donor: Fox Studio Lot, LLC

Value: \$290,536.09

Purpose: Wood mouldings will be used by Facilities Maintenance and Operations for repairs at schools and offices Districtwide

Background:

The District receives donations from any individuals, foundations or organizations who desire to support its educational programs. Information such as donor name, amount or value, school or office receiving the donations and the purpose of the donation are presented in the board report for approval.

Expected Outcomes:

The Board shall be approving donations received.

File #: Rep-080-24/25, Version: 1

Board Options and Consequences:

A “YES” vote approves the donations of money and materials made to the District.

A “NO” vote would cause the non-acceptance of cash donations and materials made to the District.

Policy Implications:

This Board report does not change any school policy.

Budget Impact:

This Board report approves financial transactions but does not change the budget authority.

Student Impact:

This Board report highlights donations made to the District, which support its educational programs.

Equity Impact:

Not applicable. A routine transaction.

Issues and Analysis:

The Board shall be approving routine District financial transactions.

Attachments:

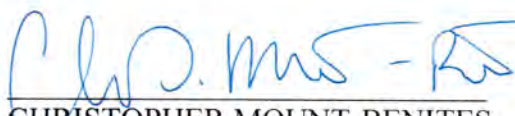
Not applicable

Informatives:

Not applicable

Submitted:

10/17/24

RESPECTFULLY SUBMITTED,
ALBERTO M. CARVALHO
Superintendent**APPROVED & PRESENTED BY:**
PEDRO SALCIDO
Deputy Superintendent,
Business Services & Operations**REVIEWED BY:**
DEVORA NAVERA REED
General Counsel**APPROVED & PRESENTED BY:**
CHRISTOPHER MOUNT-BENITES
Interim Chief Financial Officer
Office of the Chief Financial Officer

✓ Approved as to form.

REVIEWED BY:
NOLBERTO DELGADILLO
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

[Return to Order of Business](#)

TAB 10



Board of Education Report

File #: Rep-081-24/25, Version: 1

Report of Cash Disbursements
Request to Reissue Expired Warrants
Report of Corporate Credit Card Charges
November 19, 2024
Accounting and Disbursements Division

Action Proposed :

1. Ratify cash disbursements totaling \$991,294,661.43 which were made against funds of the District from September 1, 2024 through September 30, 2024. These disbursements are within approved budgeted appropriations and were made in accordance with established Board policies.

- a. "A" Warrants (Payroll) total of \$25,943,880.20.

Warrant Numbers:

3376133 - 3379047

3379059 - 3392666

- b. Direct deposit payroll (Automated Clearing House - ACH) total of \$329,472,351.13.

- c. "B" Warrants (Accounts Payable) total of \$111,917,715.75.

Warrant Numbers:

21783591 - 21783683 21805648 - 21805746

21785924 - 21786044 21808043 - 21808178

21788189 - 21788275 21810334 - 21810335

21790174 - 21790361 21812279 - 21812491

21792509 - 21792601 21814625 - 21814790

21794523 - 21794644 21816392 - 21816487

21796928 - 21797019 21818661 - 21818807

21799385 - 21799463 21820900 - 21820967

21801494 - 21801643 21823472 - 21823621

21803546 - 21803668

- d. Accounts Payable ACH payments total of \$523,960,714.35.

2. Approved requests to reissue expired warrants that were not cashed within the prescribed period totaling \$2,750.41.

WARRANT NO.	DATE	PAYEE	AMOUNT
2165980	1/15/2019	CONNIE REED	\$ 200.00
2238269	5/3/2019	CONNIE REED	\$ 2,358.03
1840914	7/27/2017	REYNA ARIAS	\$ 192.38

3. Approve Corporate Card Charges: In order to allow flexibility for timely payments of expenses related to official District business, charges have been made from the Superintendent's and Executive Office of the Board's American Express Corporate Card in accordance with established District policies and procedures. It is recommended that the Board approve charges made against funds of the District totaling \$6,999.84 for the quarter ended September 30, 2024.

Background:

This is a recurring monthly Board report for the Board to approve warrants or checks issued by the District for payroll and non-salary obligations that occur as part of school business.

Expected Outcomes:

The Board shall be approving routine District financial transactions.

Board Options and Consequences:

A "YES" vote:

1. Ratifies the previously disbursed payments.
2. Approves the reissuance of expired warrants.
3. Approve the charges made to the corporate credit cards.

A "NO" vote would cause the cancellation of previously issued payments, decline to reissue expired warrants, and disapproval of the charges made to the corporate credit cards.

Policy Implications:

This Board report does not change any school policy.

Budget Impact:

This Board report approves financial transactions but does not change the budget authority.

Student Impact:

This Board report includes routine financial transaction, which support student achievement.

Equity Impact:

Not applicable. A routine transaction.

Issues and Analysis:

The Board shall be approving routine District financial transactions.

File #: Rep-081-24/25, Version: 1

Attachments:

Not applicable

Informatives:

Not applicable

Submitted:

10/17/2024

RESPECTFULLY SUBMITTED,



ALBERTO M. CARVALHO

Superintendent

APPROVED & PRESENTED BY:



PEDRO SALCIDO

Deputy Superintendent,
Office of the Deputy Superintendent

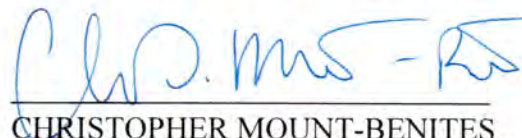
REVIEWED BY:



DEVORA NAVERA REED

General Counsel

APPROVED & PRESENTED BY:



CHRISTOPHER MOUNT-BENITES

Chief Financial Officer
Office of the Chief Financial Officer☒ Approved as to form.

REVIEWED BY:



NOLBERTO DELGADILLO

Deputy Chief Financial Officer

☒ Approved as to budget impact statement.

[Return to Order of Business](#)

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TAB 11



Board of Education Report

File #: Rep-116-24/25, Version: 1

Establish Fund 17 Special Reserve Fund for Other Than Capital Outlay Projects

November 19, 2024

Office of the Chief Financial Officer

Action Proposed:

- 1) Adopt the resolution that authorizes the Chief Financial Officer to establish Fund 17 “Special Reserve Fund for Other Than Capital Outlay Projects.” (Attachment A)
- 2) Delegate authority to the Chief Financial Officer or designee to make interfund transfers between the General Fund and Fund 17.

Background:

The California School Accounting Manual describes Fund 17 as a fund used primarily to provide for the accumulation of general fund moneys for general operating purposes other than for capital outlay (Education Code Section 42840). Amounts from this special reserve fund must first be transferred into the general fund or other appropriate fund before expenditures may be made (Education Code Section 42842). This fund is authorized by statute and functions effectively as an extension of the general fund. For presentation in the audited financial statements, this fund may either be combined with the general fund or be reported separately and the departure from GAAP explained.

Expected Outcomes:

The accumulation of general fund moneys committed for a specific purpose other than for capital outlay projects would be accounted for in Fund 17. The establishment of this Fund will allow Los Angeles Unified to use Fund 17 in order to account for General Fund reserve balances separate from Unrestricted General Fund in Fund 1.

Board Options and Consequences:

Without prior board authorization, any new funds cannot be officially established in the books.

Policy Implications:

None

Budget Impact:

None

Student Impact:

None

Issues and Analysis:

None

File #: Rep-116-24/25, Version: 1

Attachments:

Attachment A - Board Resolution to Establish Fund 17 Special Reserve Fund for Other Than
Capital Projects

Informatives:

None

Submitted:

11/07/24

RESPECTFULLY SUBMITTED,

APPROVED BY:


ALBERTO M. CARVALHO
Superintendent
PEDRO SALCIDO
Deputy Superintendent
Office of the Deputy Superintendent

REVIEWED BY:

APPROVED & PRESENTED BY:


DEVORA NAVERA REED
General Counsel
CHRIS MOUNT-BENITES
Interim Chief Financial Officer
Office of the Chief Financial Officer☒ Approved as to form.

REVIEWED BY:


NOLBERTO DELGADILLO
Deputy Chief Financial Officer, Finance☒ Approved as to budget impact statement.

**LOS ANGELES UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

**RESOLUTION AUTHORIZING THE ESTABLISHMENT OF
FUND 17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY
PROJECTS**

WHEREAS, the governing board of the Los Angeles Unified School District desires to establish a new Fund 17 “Special Reserve Fund for Other Than Capital Outlay Projects” primarily to provide for the accumulation of general fund moneys for general operating purposes other than for capital outlay (Education Code Section 42840); and

WHEREAS, amounts from this special reserve fund must first be transferred into the general fund or other appropriate fund before expenditures may be made (Education Code Section 42842); and

WHEREAS, this fund functions effectively as an extension of the general fund; and

WHEREAS, for presentation purposes in the audited financial statements, this fund may either be combined with the general fund or be reported separately and the departure from Generally Accepted Accounting Principles explained.

NOW, THEREFORE, BE IT RESOLVED, that the Governing Board of the Los Angeles Unified School District hereby authorizes the establishment of Fund 17 “Special Reserve Fund for Other Than Capital Outlay Projects.”

THIS RESOLUTION is effective on the date of adoption until revoked or superseded.

APPROVED, PASSED, AND ADOPTED by the Governing Board of the Los Angeles Unified School District this 19th day of November 2024, by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

President, Governing Board

Clerk/Secretary of the Governing Board

[Return to Order of Business](#)

TAB 12



Board of Education Report

File #: Rep-083-24/25, Version: 1

Approval of Routine Personnel Actions

November 19, 2024

Human Resources Division

Action Proposed:

Approve 4,505 routine personnel actions (including, but not limited to elections, promotions, transfers, leaves, terminations, separations, permits and approval of senior contracts) according to the following breakdown:

Classified: 2,596
Certificated: 1,681
Unclassified: 228

It is proposed that the following routine personnel actions (including, but not limited to elections, promotions, transfers, leaves, terminations, separations, permits and senior management contracts) be approved.

SAP transaction numbers: 3730365 to 3899209

ROUTINE PERSONNEL ACTIONS

	Total (this report) (9/17/2024 to 10/15/2024)	Total (Year-to-date)
1. Classified	2,596	87,345
2. Certificated	1,681	83,186
3. Unclassified	<u>228</u>	<u>11,659</u>
TOTAL	4,505	182,190

BREAKDOWN OF ACTIONS:

Actions	Classified	Certificated	Unclassified	Total
Hires	567	289	88	944
Leaves/Paid	215	112	0	327
Leaves/Unpaid	9	6	0	15
Reassignments/Demotions	7	3	0	10
Reassignments/Promotions	74	84	0	158
Reassignments/Transfers	141	362	12	515
Retirements	37	14	0	51

Actions	Classified	Certificated	Unclassified	Total
Separations/Non-Resignations	244	117	77	438
Separations/Resignations	94	42	18	154
Other Actions*	1208	652	33	1893

*Other actions include absences, conversion codes from legacy, change of pay, and change of work schedule and benefits.

Background:

This report is presented at each Board Meeting for approval of routine personnel actions.

Expected Outcomes:

Not applicable

Board Options and Consequences:

Specifically in regard to disciplinary action, a no vote may nullify the disciplinary action due to legal time constraints. A no vote impacts the timeliness of processing personnel actions for classified and certificated employees regarding their assignment, salary/rate, transfer, and new appointment and may be in conflict with procedural rights and benefits afforded them under applicable Education Code provisions, Personnel Commission Rules, District Policy, and respective Collective Bargaining Agreements (UTLA, AALA, Teamsters, Los Angeles School Police Sergeants and Lieutenants Association). Employees have procedural rights that are based on their status (permanent or probationary) associated with the specific personnel action being submitted and the respective rights available to them in accordance with the above. Additionally, based on Personnel Commission Rules, permanent classified employees have rights to appeals.

Policy Implications:

Not applicable

Budget Impact:

Cost Neutral

Student Impact:

Not applicable

Equity Impact:

Not applicable

Issues and Analysis:

All actions affecting classified personnel and apprentice personnel reported herein are in accordance with Section 45123-45125, 45135, and 45240-45318 of the Education Code and with the Rules of the Personnel Commission.

File #: Rep-083-24/25, Version: 1

Attachments:

Attachment A: Administrative Regulations 4214

Attachment B: Number of Routine Personnel Actions

Attachment C: Routine Personnel Actions

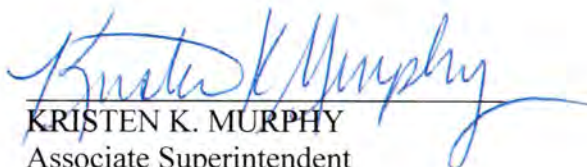
Attachment D: Senior Management Contracts

Informatives:

Not applicable

Submitted:

10/21/24

RESPECTFULLY SUBMITTED:
ALBERTO M. CARVALHO
Superintendent**APPROVED & PRESENTED BY:**
FRANCISCO J. SERRATO
Chief Human Resources Officer
Human Resources Division**REVIEWED BY:**
DEVORA NAVERA REED
General Counsel☒ Approved as to form.**APPROVED BY:**
KRISTEN K. MURPHY
Associate Superintendent
Talent & Labor Relations**REVIEWED BY:**
NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance☒ Approved as to budget impact statement.**APPROVED BY:**
PEDRO SALCIDO
Deputy Superintendent
Business Services & Operations**CERTIFIED BY:**
DAVID GRECO
Personnel Director
Personnel Commission

Los Angeles Unified School District
Human Resources Division

ATTACHMENT A

DATE: 10/17/2024

ADMINISTRATIVE REGULATION: 4214 SAP Transaction #3730365-3899209

Each AR 4214 request has been reviewed and approved by a designee of the Superintendent.

TRANS#	NAME	FROM CLASS/LOCATION	TO CLASS	LOCATION
COMMENTS:				

NONE

Reasons For ESC Selection:

1. Special skills/special need (e.g. bilingual, school continuity, instructional expertise in literacy or math)
2. ESC recommends current limited acting incumbent
3. Reduction-in-Force (RIF)
4. Reassignment due to position closure/norm enrollment loss

LOS ANGELES UNIFIED SCHOOL DISTRICT
Personnel Commission

ATTACHMENT B

NUMBER OF ROUTINE PERSONNEL ACTIONS

This attachment addresses the total number of classified personnel actions (2,596) on the Board of Education Routine Personnel Actions Report for the November 19, 2024 meeting.

The following table represents a breakdown of the new hire, reassignment, and rehire actions for the November 19, 2024 board report for the period of September 17, 2024 to October 15, 2024.

Hire Data:

As presented in the attached table, the total number of classified hire and reassignment actions for the period of September 17, 2024 to October 15, 2024, is 1,532 of which 1,075 (82%) are rehires or reassignments, and 457 (18%) are new hires (comprised of regular/permanent, restricted, returnee retirees, substitutes, and temporary positions). With the exception of 149 assignments, all of the actions are for positions which are school-based or provide direct support to the schools or their operations.

All new hires to regular/permanent positions are for A, B, C, or E basis positions. The 51 regular/permanent new hires consist of: Accounting Technician II, Administrative Staff Aide, Associate Building/Construction Inspector (3), Audiologic Resource Aide, Building and Grounds Worker (2), Carpenter, Computer Applications Specialist, Deputy Chief Risk Officer, Electrician (3), Facilities Development Manager (2), Food Service Worker (3), Food Service Worker II (Driving), Food Services Staff Aide, Heating and Air Conditioning Fitter (2), Human Resources Specialist III, Insurance Manager, IT Support Technician, Library Aide (5), Office Technician (5), Painter (3), SAP Functional Analyst (FI/CO, Budget), School Climate Advocate & (Restricted), School Facilities Attendant (Female) (Restricted), School Facilities Attendant (Restricted), Senior Asbestos Abatement Worker, Senior Food Service Worker, Senior Office Technician (2), Strategic Data Analyst, Technical Specialist, Toolkeeper, and Welder.

The following regular/permanent positions have been filled by promotional employees:

Accountant, Accounting Technician II, Administrative Secretary I, Assistant Plant Manager I, Associate IT Solutions Architect, Associate Project Engineer II (2), Carpenter (2), Classified Training Representative, Continuation School Office Manager, Cyber Security Engineer III, Facilities Cost Analyst, Financial Aide, Financial Analyst (4), Fiscal Specialist (2), Food Service Manager I (2), Food Service Manager II (5), Garage Assistant (2), Glazing Supervisor, Head Stock Clerk, Heating and Air Conditioning Fitter, Human Resources Specialist I, HVAC Test and Inspection Supervisor, IT Solution Technician, IT Technical Systems Specialist, Maintenance Worker (3), Office Technician (2), Out-of-School Program Supervisor and (Restricted), Payroll Specialist I, Plant Manager I (2), Plant Manager III, Return to Work Specialist, Roofing Inspector, School Administrative Assistant (3), Senior Administrative Analyst, Senior Facilities Development Manager, Senior Financial Manager, Senior Food Service Worker (7), Senior Office Technician (2), Special Education Assistant (10), and Supervising Insurance Technician.

Hire Data of All Classified Employees								
From September 17, 2024 to October 15, 2024								
By New Hire, Reassignment, and Rehire								
Classification	Prov	Reg / Perm	Restr	Return Retiree	Subs	Temp 1GXX	Temp	Grand Total
NEW HIRE								
Accounting Technician II		1						1
Administrative Intern II					2			2
Administrative Staff Aide		1						1
Associate Building/Construction Inspector		3						3
Athletics Assistant					19			19
Audiologic Resource Aide		1						1
Building and Grounds Worker		2			11			13
Campus Aide (Female/Restricted)			2					2
Campus Aide (Restricted)			25		2			27
Carpenter		1						1
Communication Support Assistant					1			1
Community Representative A and (Restricted)			3					3
Community Representative C and (Restricted)			6					6
Computer Applications Specialist		1						1
Deputy Chief Risk Officer		1						1
Early Education Center Aide I & (Restricted)					72			72
Early Education Center Attendant					2			2
Educational Resource Aide (Restricted)			1					1
Electrician		3						3
Enterprise Cloud Administrator					1			1
Facilities Development Manager		2						2
Food Service Worker		3			12			15
Food Service Worker II (Driving)		1						1
Food Services Staff Aide		1						1
Heating and Air Conditioning Fitter		2						2
Human Resources Specialist III		1						1
Instructional Aide (Literacy) & (Restricted)			3					3
Instructional Aide (Math) & (Restricted)			1					1
Instructional Aide (Transitional Kindergarten) & (Restricted)			2					2
Instructional Aide I & (Restricted)			27					27
Insurance Manager		1						1
IT Support Technician		1						1
Library Aide		5						5
Office Technician		5						5
Out-of-School Program Supervisor and (Restricted)						30		30

Hire Data of All Classified Employees								
From September 17, 2024 to October 15, 2024								
By New Hire, Reassignment, and Rehire								
Classification	Prov	Reg / Perm	Restr	Return Retiree	Subs	Temp 1GXX	Temp	Grand Total
Out-of-School Program Worker and (Restricted)						37		37
Painter		3						3
SAP Functional Analyst (FI/CO, Budget)		1						1
School Climate Advocate & (Restricted)		1	1					2
School Facilities Attendant (Female) (Restricted)		1						1
School Facilities Attendant (Restricted)		1			1			2
School Supervision Aide and (Restricted)			36			5		41
Senior Asbestos Abatement Worker		1						1
Senior Food Service Worker		1						1
Senior Office Technician		2						2
Special Education Assistant					46			46
Special Education Trainee					55			55
Strategic Data Analyst		1						1
Student Integration Helper & (Restricted)			3					3
Technical Specialist		1						1
Toolkeeper		1						1
Welder		1						1
New Hire Total		51	110		224	72		457
REASSIGNMENT								
Accountant		1						1
Accounting Technician II		2						2
Administrative Assistant		1						1
Administrative Secretary I		1						1
Area Bus Supervisor							1	1
Area Plumbing Supervisor	1							1
Assistant Area Bus Supervisor							2	2
Assistant Plant Manager I		3						3
Associate Building/Construction Inspector		1						1
Associate IT Solutions Architect		1						1
Associate Project Engineer II		2						2
Athletics Assistant					1			1
Building and Grounds Worker		12			4			16
Campus Aide (Female/Restricted)		1	3					4
Campus Aide (Male/Restricted)		2	1					3
Campus Aide (Restricted)		12	16		2		6	36
Carpenter		3						3

Hire Data of All Classified Employees								
From September 17, 2024 to October 15, 2024								
By New Hire, Reassignment, and Rehire								
Classification	Prov	Reg / Perm	Restr	Return Retiree	Subs	Temp 1GXX	Temp	Grand Total
Chief of Communications, Engagement, and Collaboration		1						1
Classified Training Representative		1						1
Community Representative C and (Restricted)		1	7					8
Complex Project Manager	1							1
Continuation School Office Manager		1					1	2
CTEIG-Linked Learning Coordinator					1			1
Cyber Security Engineer II		1						1
Cyber Security Engineer III		1						1
Deputy Chief Information Security Officer							1	1
Deputy Director of Facilities Project Execution		1						1
Director of Real Estate and Business Development	1							1
Early Education Center Aide (Cantonese Language/Restricted)			1					1
Early Education Center Aide I & (Restricted)		7	17		7			31
Early Education Center Attendant		1						1
Educational Resource Aide (Restricted)			2				2	4
Electrician		1						1
Engineering Aide		1						1
Facilities Cost Analyst		1						1
Financial Aide		1						1
Financial Analyst		4					1	5
Financial Manager		2						2
Fiscal Services Manager	2							2
Fiscal Specialist		2						2
Floor Covering Installer		1						1
Food Service Manager I	24	12					7	43
Food Service Manager II	6	6						12
Food Service Manager IV		1					1	2
Food Service Manager V	5							5
Food Service Manager VI	3							3
Food Service Training Specialist		1						1
Food Service Worker	1	78			1			80
Food Services Cost Analyst	1							1
Garage Assistant		2						2
Gardener		1						1
Glazing Supervisor		1						1
Head Accountant	1							1
Head Stock Clerk		1						1

Hire Data of All Classified Employees								
From September 17, 2024 to October 15, 2024								
By New Hire, Reassignment, and Rehire								
Classification	Prov	Reg / Perm	Restr	Return Retiree	Subs	Temp 1GXX	Temp	Grand Total
Health Care Assistant		13						13
Heating and Air Conditioning Fitter		1						1
Heavy Bus Driver		5						5
Human Resources Specialist I		2						2
HVAC Test and Inspection Supervisor		1						1
Infant Care Aide and (Restricted)			1					1
Information Resources Support Assistant		1						1
Information Systems Business Coordinator		1						1
Instructional Aide (Literacy) & (Restricted)		2	6				5	13
Instructional Aide (Math) & (Restricted)			1					1
Instructional Aide (Transitional Kindergarten) & (Restricted)			1					1
Instructional Aide I & (Restricted)		1	3				3	7
IT Solution Technician		1						1
IT Solutions Architect	1							1
IT Technical Systems Specialist		1						1
Library Aide		5						5
Light Bus Driver		1						1
Maintenance Worker		5						5
OCIP Coordinator	1							1
Office Technician		11			3		1	15
Outdoor Education Center Maintenance Worker		2						2
Out-of-School Program Supervisor and (Restricted)		2				15		17
Out-of-School Program Worker and (Restricted)		1				3		4
Painter		3						3
Payroll Specialist I		1						1
Plant Manager I		4					3	7
Plant Manager II							1	1
Plant Manager III		2						2
Principal Clerk	2							2
Principal Stock Clerk		1						1
Return to Work Specialist		1						1
Roofing Inspector		1						1
School Administrative Assistant		4					3	7
School Climate Advocate & (Restricted)			2				1	3
School Facilities Attendant (Restricted)		2			9			11
School Supervision Aide and (Restricted)		4	8			3		15

Hire Data of All Classified Employees								
From September 17, 2024 to October 15, 2024								
By New Hire, Reassignment, and Rehire								
Classification	Prov	Reg / Perm	Restr	Return Retiree	Subs	Temp 1GXX	Temp	Grand Total
Selection Technician							1	1
Senior Administrative Analyst		1						1
Senior Carpenter							1	1
Senior Electrician		1						1
Senior Facilities Development Manager		1						1
Senior Financial Analyst		1						1
Senior Financial Manager		1						1
Senior Food Service Worker	8	53					3	64
Senior Heating and Air Conditioning Fitter	1							1
Senior Office Technician		4					1	5
Special Education Assistant		114		2	216		9	341
Special Education Trainee				1	78		1	80
Supervising Insurance Technician		1						1
Supervising Personnel Clerk		1						1
Supervising Special Education Assistant							1	1
Testing and Training Assistant					1			1
Testing Operations Manager	1							1
Textbook Inventory Clerk	2	1						3
Reassignment Total	62	431	69	3	323	21	56	965
REHIRE								
Assistant Plant Manager I		1						1
Athletics Assistant					2			2
Building and Grounds Worker		1			2			3
Campus Aide (Male/Restricted)			1					1
Campus Aide (Restricted)			4					4
Communication Support Assistant					2			2
Community Representative C and (Restricted)		1						1
Early Education Center Aide I & (Restricted)					19			19
Early Education Center Attendant		1						1
Education Aide III & (Restricted)			1					1
Food Service Worker		2			1			3
Gardener		1						1
Instructional Aide (Literacy) & (Restricted)			2					2
Instructional Aide (Math) & (Restricted)		1						1
Instructional Aide I & (Restricted)			9					9
Interpreter (Spanish Language)					1			1
IT Electronics Communications Technician					1			1
Library Aide		1						1

Hire Data of All Classified Employees								
From September 17, 2024 to October 15, 2024								
By New Hire, Reassignment, and Rehire								
Classification	Prov	Reg / Perm	Restr	Return Retiree	Subs	Temp 1GXX	Temp	Grand Total
Locksmith		1						1
Out-of-School Program Supervisor and (Restricted)						3		3
Out-of-School Program Worker and (Restricted)						10		10
School Administrative Assistant		1						1
School Climate Advocate & (Restricted)			3					3
School Supervision Aide and (Restricted)			7			1		8
Senior Office Technician		1						1
Special Education Assistant		3			7			10
Special Education Trainee					19			19
Locksmith		1						1
Rehire Total		15	27		54	14		110
GRAND TOTAL	62	497	206	3	601	107	56	1,532

Summary

Temporary and Substitute employees are often needed for short periods of time to assume responsibilities for regular employees when they are unavailable; they are not intended to replace regular employees for an extended period of time. Positions for several classifications, such as Education Aides and Instructional Aides, are typically filled by restricted status employees.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Human Resources Division

ATTACHMENT C

ROUTINE PERSONNEL ACTIONS

The Human Resources Division reports 289 certificated new hires during the time period covered by this report and a summary list of hires appears below. The 289 certificated new hires serve at schools and programs throughout the District and are comprised of both former employees selected from rehire lists and newly employed certificated employees. Substitute teachers continue to be hired to ensure increased coverage capacity for teacher absences.

Adult Education Teacher, Day-to-Day Substitute	3
Arts Education Itinerant	4
Counselor, Pupil Services & Attendance	3
Counselor, Secondary School	4
Early Childhood Ed Teacher	5
Elementary Teacher	16
Elementary Teacher, Day-to-Day Substitute	133
K-12 Adaptive PE Teacher	1
Non-Classroom Assignment	2
ROC/ROP Teacher	2
School Recreational Therapist	1
Secondary Teacher	22
Special Education Teacher	6
Special Education Teacher, MS	2
Speech & Language Pathologist	5
Teacher Assistant-Degree Track	79
Teacher Librarian	1

LOS ANGELES UNIFIED SCHOOL DISTRICT
Human Relations Division

ATTACHMENT D

ROUTINE PERSONNEL ACTIONS – SENIOR MANAGEMENT

Approval of contract of employment for senior management employees appointed by the Board of Education in closed session on October 23, 2024. See attached list.

CLOSED SESSION
October 23, 2024
Senior Management Contracts

190

NAME	TITLE	SERVICE	START DATE	END DATE	**STEP	ANNUAL SALARY	AUTO ALLOWANCE / OTHER
Tony Atienza	Director of Finance Policy	Classified	11/20/2024	6/30/2026	5 of 5	\$233,011.56	\$250 per month
Christopher D. Mount-Benites	Chief Financial Officer	Classified	11/20/2024	6/30/2026	1 of 5	\$279,851.16	\$250 per month

* Employees who are in classifications with steps and are not at top step are eligible for an increase during contract.

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TAB 13



Board of Education Report

File #: Rep-084-24/25, Version: 1

Provisional Internship Permits
November 19, 2024
Human Resources Division

Action Proposed:

Approve request for 23 teachers to be employed under the Provisional Internship Permit pursuant to Title 5 California Code of Regulations, Section 80021.1.

Background:

The Provisional Internship Permit became effective on July 1, 2005 in anticipation of the phasing out of the former authorizing document. The Provisional Internship Permit is valid for one year and may not be renewed. During the first year of employment, the Provisional Intern teacher must meet all requirements for entrance into an accredited intern program.

The Los Angeles County Office of Education grants authority to the District to employ potential Provisional Interns on a Temporary County Certificate until such time that the Board of Education approves their employment under the Provisional Internship Permit. Commission on Teacher Credentialing (CTC) regulations require that the request to employ Provisional Interns be approved by the Board and submitted to the CTC within three months of the teachers beginning their assignment.

The CTC requires that the governing board be presented with a list of teachers to be employed under the Provisional Internship Permit (Attachment A).

Expected Outcomes:

The approval of Provisional Internship Permits will enable the District to continue to staff teacher vacancies in shortage subject fields with individuals committed to completing the requirements to enter into an intern program and subsequently earn a full credential.

Board Options and Consequences:

Approval of Provisional Internship Permits will afford the District the opportunity to hire new multiple subject, special education, mathematics, biological science, and physical education teachers who will be required to follow a prescribed and rigorous pathway that results in the earning of both full state and federal teacher certification.

If the Provisional Internship Permits are not approved, and a full-time teacher cannot be hired, classroom vacancies would be staffed by a series of individuals in possession of only Emergency 30-Day Substitute Teaching Permits. Day-to-day substitutes are not required to be enrolled in a teacher education program, and may only remain in a special education classroom for a maximum of twenty days, after which time they are deemed by the State as inappropriately assigned.

File #: Rep-084-24/25, Version: 1

Policy Implications:

This action does not change District policy.

Budget Impact:

There is no impact on the District's budget.

Student Impact:

The goal of Human Resources Division is to insure that there is an appropriately authorized teacher in every classroom. In areas of high need such as multiple subject, special education, mathematics, biological science, and physical education where there might be a teacher shortage, the District may approve the use of Provisional Internship Permits, which authorize a teacher candidate to step into the classroom as the teacher of record while they take the necessary steps to enroll in a credential program.

Equity Impact:

Not applicable

Issues and Analysis:

Not applicable

Attachments:

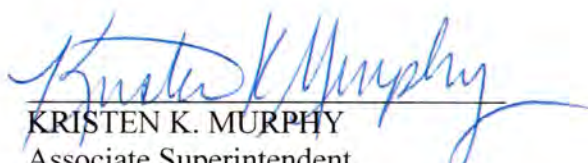
Attachment A - Teachers with Provisional Intern Permits

Informatives:

Not applicable

Submitted:

10/21/24

RESPECTFULLY SUBMITTED:
ALBERTO M. CARVALHO
Superintendent**APPROVED & PRESENTED BY:**
FRANCISCO J. SERRATO
Chief Human Resources Officer
Human Resources Division**REVIEWED BY:**
DEVORA NAVERA REED
General Counsel☒ Approved as to form.**APPROVED BY:**
KRISTEN K. MURPHY
Associate Superintendent
Talent & Labor Relations**REVIEWED BY:**
NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance☒ Approved as to budget impact statement.**APPROVED BY:**
PEDRO SALCIDO
Deputy Superintendent
Business Services & Operations

Teachers with Provisional
Intern Permits

Attachment A

No.	Name	School	Region	BD	Subject	Effective
1	Kristian Cuaron	54th Street El.	W	1	Mild/Moderate Support Needs	9/26/2024
2	Michelle Cisneros	King Jr Elementary	S	1	Multiple Subject	10/4/2024
3	Ebenezer Bankole	Dorsey Senior High School	S	1	Science (Biological Science)	10/15/2024
4	Isabel Cervera	Anton El.	E	2	Mild/Moderate Support Needs	9/25/2024
5	Yesenia Vargas	King MS Film/Media Magnet	W	2	Mild/Moderate Support Needs	10/8/2024
6	Ayana Turner	Nevada El.	N	3	Mild/Moderate Support Needs	9/23/2024
7	Erika Aguilar	Germain Academy AA	N	3	Multiple Subject	9/24/2024
8	Peter Little	Riverside Drive Charter	N	3	Mild/Moderate Support Needs	8/10/2024
9	Daniel Williams	Pomelo Community CS	N	3	Extensive Support Needs	8/8/2024
10	Diana Padilla	Sutter MS	N	4	Mathematics	10/3/2024
11	Tiffany Trigg	William Howard Taft Charter	N	4	Mild/Moderate Support Needs	10/17/2024
12	Luis Rivas Vargas	Portola Highly Gifted Magnet	N	4	Physical Education	9/16/2024
13	John Croshaw	Ramona El.	W	5	Multiple Subject	9/18/2024
14	Guadalupe Espinoza	Jones El.	E	5	Multiple Subject	10/2/2024
15	Lusine Gasparyan	Saticoy El. DL Armenian	N	6	Multiple Subject	9/11/2024
16	Stephanie Vital	Haddon El.	N	6	Extensive Support Needs	9/23/2024
17	Armine Melkonyan	Saticoy El. DL Armenian	N	6	Multiple Subject	9/11/2024
18	Mab Garcia	Strathern El.	N	6	Extensive Support Needs	9/20/2024

Teachers with Provisional
Intern Permits

Attachment A

No.	Name	School	Region	BD	Subject	Effective
19	Cindy Morales	Grant SH	N	6	Mathematics	9/1/2024
20	Luis Hernandez	Chavez LA Tech Prep	N	6	Mathematics	8/10/2024
21	Kimberly Flores	Monroe SH	N	6	Mathematics	9/17/2024
22	Elizabeth Alvara	Sun Valley ET MAG	N	6	Mild/Moderate Support Needs	10/2/2024
23	David Sebastian	Purche El.	S	7	Multiple Subject	10/1/2024

[Return to Order of Business](#)

TAB 14



Board of Education Report

File #: Rep-068-24/25, Version: 1

Strengthening Career Technical Education Act (Perkins V) Grant

November 19, 2024

CTE- Career Development Branch/Division of Instruction

Action Proposed:

Board ratification for Strengthening Career Technical Education Act (Perkins V) grant 2024-25 for \$7,666,816.00.

Background:

This annual, federal, reimbursement grant provides LAUSD with funds to strengthen and enhance the Career Technical Education (CTE) program. Per the California Department of Education (CDE), students in CTE pathways have higher attendance rates, lower dropout rates, and increased post-secondary enrollment rates.

Seventy-five schools applied and were selected for the grant funding and were selected based on their application responses and evidence of meeting the essential elements of a high-quality college and career pathway which include A) student-centered delivery of services, B) equity, C) access, D) leadership at all levels, E) high-quality integrated curriculum and instruction, F) skilled instruction and educational leadership, G) career exploration and student support, H) appropriate use of data and continuous improvement, I) cross-system alignment, J) intentional recruitment and marketing, K) sustained investments and funding through mutual agreements, and L) strong partnerships with industry CTE programs.

Grant funds will support CTE teachers from 141 schools in professional development that target marginalized populations, including emergent bilingual students, students with disabilities, economically disadvantaged students, foster youth, and students experiencing homelessness.

The grant funds are used to purchase equipment and materials for CTE pathways to ensure schools have industry-standard equipment.

Expected Outcomes:

- Increase the number of students
 - Acquiring technical and career-ready skills through growing CTE pathways
 - Earning industry-recognized certifications to gain employability skills
 - Earning post-secondary credits in their career pathway
 - Completing CTE pathways and transitioning to post-secondary institutions to advance their skills for careers of their choice
 - Experiencing a continuum of work-based opportunities
- Provide pathways with industry-standard equipment and materials

File #: Rep-068-24/25, Version: 1

Board Options and Consequences:

If ratified, CTE students will have access to the allowable purchases with the Perkins V grant for 2024-25.

Policy Implications:

None

Budget Impact:

None. There are no match requirements for this grant.

Student Impact:

- Career exploration and guidance opportunities for students
- Pathway alignment with community colleges
- Increase CTE dual enrollment courses
- Access to a continuum of work-based learning activities
- Increased attainment of industry-specific technical skills, certifications, credentials, and training

Equity Impact:

Component	Score	Score Rationale
Recognition	3	Perkins V affirmatively recognizes historical inequities. The plan urges the LEAs to utilize the grant funds to promote equity and access by eliminating institutional barriers and achievement gaps for all students to realize their educational and career goals.
Resource Prioritization	3	Perkins V prioritizes resources based on student needs. Grant funds are available for specialized equipment or instructional materials and for CTE teachers' professional development to build educator capacity in addressing the achievement gaps in underserved populations.
Results	3	Perkins V is likely to close opportunity gaps by providing industry-standard equipment and instructional materials for all students to explore careers and increase their career readiness skills.
TOTAL	9	

Issues and Analysis:

None

Attachments:

Attachment A - Proposed Budget

Attachment B - List of CTE Programs 2024-25

Attachment C - Essential Elements of High-Quality College and Career Pathway

Informatives:

None

Submitted:

09/23/24

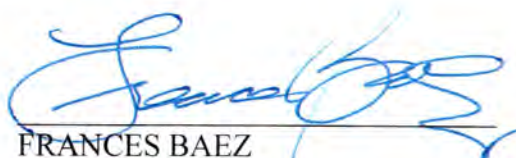
RESPECTFULLY SUBMITTED,

APPROVED & PRESENTED BY:


ALBERTO M. CARVALHO
Superintendent
KARLA V. ESTRADA
Deputy Superintendent of Instruction

REVIEWED BY:

APPROVED & PRESENTED BY:


DEVORA NAVERA REED
General Counsel
FRANCES BAEZ
Chief Academic Officer
Division of Instruction☒ Approved as to form.

REVIEWED BY:


NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance☒ Approved as to budget impact statement.

Attachment A
Perkins 2024-25 Proposed Budget

201

Board District	School	Cost Center	Pathway	Commitment	Total
1	Foshay LC	1813201	Perkins Inst-Performing Arts S	430010	11,314
1	Foshay LC	1813201	Perkins Inst-Performing Arts S	440001	119,005
1	LACES Mag	1874101	Perkins Inst-Software & System Development S	430010	177,389
1	LACES Mag	1874101	Perkins Inst-Software & System Development S	440001	8,290
1	LACES Mag	1874101	Perkins Inst-Software & System Development S	580020	1,500
1	Muir MS	1825501	Perkins Inst-Software & System Development S	430010	460
1	Muir MS	1825501	Perkins Inst-Software & System Development S	640001	9,100
1	HAMILTON SH-COMPLEX	1868601	Perkins CU-Across All Path S	130021	27,422
1	HAMILTON SH-COMPLEX	1868601	Perkins GU-Across All Path S	130021	13,712
1	HAMILTON SH-COMPLEX	1868601	Perkins PD-Across All Path S	130021	41,132
1	HAMILTON SH-COMPLEX	1868601	Perkins RE-Across All Path S	130021	27,422
1	LACES MAG	1874101	Perkins SP-Food Service Hospit	110005	44,865
2	Contreras LC Bus Tr	1851701	Perkins Inst-Entrepreneurship/Self Employment S	440001	39,338
2	Contreras LC Bus Tr	1851701	Perkins Inst-Entrepreneurship/Self Employment S	640001	7,327
2	Garfield SH	1867901	Perkins Inst-Patient Care S	430010	17,367
2	Garfield SH	1867901	Perkins Inst-Patient Care S	440001	77,142
2	Garfield SH	1867901	Perkins Inst-Patient Care S	640001	6,014
2	Hollenbeck MS	1817901	Perkins Inst-Engineering Design S	430010	770
2	Hollenbeck MS	1817901	Perkins Inst-Engineering Design S	440001	6,860
2	Hollenbeck MS	1817901	Perkins Inst-Engineering Design S	580020	2,998
2	Hollenbeck MS	1817901	Perkins Inst-Engineering Design S	640001	33,734
2	Lincoln SH	1872901	Perkins Inst-Ornamental Horticulture S	430010	25,015
2	Lincoln SH	1872901	Perkins Inst-Ornamental Horticulture S	440001	983
2	Marshall SH	1875001	Perkins Inst-Performing Arts S	430010	7,889
2	Marshall SH	1875001	Perkins Inst-Performing Arts S	440001	86,400
2	Marshall SH	1875001	Perkins Inst-Performing Arts S	580020	4,743
2	Marshall SH	1875001	Perkins Inst-Performing Arts S	640001	9,850
2	Torres Eng & Tech	1777301	Perkins Inst-Design Visual & Med Arts S	640001	91,970
2	CORTINES SCH OF VPA	1851601	Perkins SP-Production & Manag	110005	44,865
2	GARFIELD SH	1867901	Perkins SP-Design Visual & Med	110005	44,865
2	LINCOLN SH	1872901	Perkins SP-Oramental Horticult	110005	46,187
2	ROOSEVELT SH	1774901	Perkins CU-Across All Path S	130021	27,422
2	ROOSEVELT SH	1774901	Perkins GU-Across All Path S	130021	13,712
2	ROOSEVELT SH	1774901	Perkins PD-Across All Path S	130021	41,132
2	ROOSEVELT SH	1774901	Perkins RE-Across All Path S	130021	27,422
2	WILSON SH	1861801	Perkins CU-Across All Path S	130021	27,422
2	WILSON SH	1861801	Perkins GU-Across All Path S	130021	13,712
2	WILSON SH	1861801	Perkins PD-Across All Path S	130021	41,132
2	WILSON SH	1861801	Perkins RE-Across All Path S	130021	27,422
2	WILSON SH	1861801	Perkins SP-Legal Practices S	110005	46,187
3	Canoga Prk SH CAM Mg	1857106	Perkins Inst-Production & Manag Arts S	430010	5,674
3	Canoga Prk SH CAM Mg	1857106	Perkins Inst-Production & Manag Arts S	440001	191,485
3	Canoga Prk SH CAM Mg	1857106	Perkins Inst-Production & Manag Arts S	580020	2,880
3	Canoga Prk SH EEVS Mg	1857102	Perkins Inst-Animal Science S	440001	31,901
3	Canoga Prk SH EEVS Mg	1857102	Perkins Inst-Engineering Design S	440001	134,061
3	Canoga Prk SH EEVS Mg	1857102	Perkins Inst-Engineering Design S	640001	65,939
3	Cleveland CHS	1859001	Perkins Inst-Design Visual & Med Arts S	430010	9,827
3	Cleveland CHS	1859001	Perkins Inst-Design Visual & Med Arts S	440001	21,670
3	Hale CA	1816901	Perkins Inst-Animal Science S	430010	26,796
3	Hale CA	1816901	Perkins Inst-Animal Science S	440001	8,394
3	Hale CA	1816901	Perkins Inst-Animal Science S	640001	18,480
3	Hale Gifted/STEAM Mg	1816902	Perkins Inst-Software & System Development S	430010	4,888
3	Hale Gifted/STEAM Mg	1816902	Perkins Inst-Software & System Development S	440001	10,725
3	Kennedy SH	1872501	Perkins Inst-Architectural Design S	430010	3,855
3	Kennedy SH	1872501	Perkins Inst-Architectural Design S	440001	170,522

Attachment A
Perkins 2024-25 Proposed Budget

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Board District	School	Cost Center	Pathway	Commitment	Total
3	Kennedy SH	1872501	Perkins Inst-Architectural Design S	580020	2,500
3	Kennedy SH	1872501	Perkins Inst-Architectural Design S	640001	5,468
3	Mulholland MS Rbt Mg	1825903	Perkins Inst-Engineering Design S	430010	4,330
3	Mulholland MS Rbt Mg	1825903	Perkins Inst-Engineering Design S	440001	71,535
3	Mulholland MS Rbt Mg	1825903	Perkins Inst-Engineering Design S	580020	900
3	No Hollywd SH STEM Mg	1878612	Perkins Inst-Software & System Development S	430010	19,938
3	No Hollywd SH STEM Mg	1878612	Perkins Inst-Software & System Development S	440001	23,412
3	No Hollywd SH STEM Mg	1878612	Perkins Inst-Software & System Development S	580020	12,503
3	Pearl SH Jrnls/Cmm Mg	1855801	Perkins Inst-Design Visual & Med Arts S	430010	577
3	Pearl SH Jrnls/Cmm Mg	1855801	Perkins Inst-Design Visual & Med Arts S	440001	11,492
3	Van Nuys SH	1889301	Perkins Inst-System Diagnostics Svc Repair S	430010	6,704
3	Van Nuys SH	1889301	Perkins Inst-System Diagnostics Svc Repair S	440001	9,085
3	Van Nuys SH	1889301	Perkins Inst-System Diagnostics Svc Repair S	580020	4,708
3	Van Nuys SH	1889301	Perkins Inst-System Diagnostics Svc Repair S	640001	70,416
3	Canoga Park HS Comm Arts/Media Magnet	1857106	Perkins SP-Production & Manag	110005	44,865
3	CANOGA PARK SH	1857101	Perkins SP-Animal Science S	110005	39,772
3	CHATSWORTH CHTR HS	1858301	Perkins SP-Production & Manag	110005	44,865
3	CLEVELAND CHTR HS	1859001	Perkins SP-Design Visual & Med	110005	46,187
3	Kennedy A/DD/FM Magnet	1872502	Perkins SP-Production & Manag	110005	44,865
3	KENNEDY SH	1872501	Perkins CU-Across All Path S	130021	27,422
3	KENNEDY SH	1872501	Perkins GU-Across All Path S	130021	13,712
3	KENNEDY SH	1872501	Perkins PD-Across All Path S	130021	41,132
3	KENNEDY SH	1872501	Perkins RE-Across All Path S	130021	27,422
3	NO HOLLYWOOD SH	1878601	Perkins SP-Animal Science S	110005	44,865
3	VAN NUYS SH	1889301	Perkins SP-System Diagnostics	110005	46,187
4	Hollywood SH	1869301	Perkins Inst-Child Development S	440001	1,200
4	Hollywood SH	1869301	Perkins Inst-Child Development S	640001	7,300
4	Hollywood SH NM Mag	1869307	Perkins Inst-Production & Manag Arts S	440001	44,326
4	Hollywood SH PA Mag	1869302	Perkins Inst-Performing Arts S	440001	52,088
4	Laurel CACT Mag	1480801	Perkins Inst-Production & Manag Arts S	430010	15,540
4	Laurel CACT Mag	1480801	Perkins Inst-Production & Manag Arts S	440001	14,800
4	Laurel CACT Mag	1480801	Perkins Inst-Production & Manag Arts S	580020	1,800
4	Laurel CACT Mag	1480801	Perkins Inst-Software & System Development S	430010	7,308
4	Laurel CACT Mag	1480801	Perkins Inst-Software & System Development S	440001	77,425
4	Portola CM	1810701	Perkins Inst-Production & Manag Arts S	430010	1,680
4	Portola CM	1810701	Perkins Inst-Production & Manag Arts S	440001	4,537
4	Portola CM	1810701	Perkins Inst-Production & Manag Arts S	580020	7,830
4	Reseda Charter HS	1881401	Perkins Inst-Biotechnology S	430010	50,016
4	Reseda Charter HS	1881401	Perkins Inst-Biotechnology S	440001	36,129
4	Reseda Charter HS	1881401	Perkins Inst-Biotechnology S	580020	8,850
4	Reseda Charter HS	1881401	Perkins Inst-Biotechnology S	640001	146,148
4	Reseda Charter HS	1881401	Perkins Inst-Patient Care S	580020	4,200
4	Reseda Charter HS	1881401	Perkins Inst-Patient Care S	640001	83,428
4	Reseda CHS AME Mag	1881409	Perkins Inst-Design Visual & Med Arts S	440001	111,573
4	Reseda CHS PA Mag	1881402	Perkins Inst-Public Safety S	430010	9,365
4	Reseda CHS PA Mag	1881402	Perkins Inst-Public Safety S	440001	9,517
4	Reseda CHS Sci Mag	1881403	Perkins Inst-Engineering Design S	440001	93,276
4	Reseda CHS Sci Mag	1881403	Perkins Inst-Software & System Development S	440001	102,067
4	SOCES Mag	1884201	Perkins Inst-Food Service Hospitality S	440001	45,823
4	SOCES Mag	1884201	Perkins Inst-Food Service Hospitality S	580020	299
4	Taft CHS	1888001	Perkins Inst-Patient Care S	430010	2,175
4	Taft CHS	1888001	Perkins Inst-Patient Care S	640001	5,480
4	Venice SH	1890701	Perkins Inst-Ornamental Horticulture S	430010	16,057
4	Venice SH	1890701	Perkins Inst-Ornamental Horticulture S	440001	108,434
4	WESM Hlth/Sports Med	1894301	Perkins Inst-Patient Care S	430010	21,707

Attachment A
Perkins 2024-25 Proposed Budget

203

Board District	School	Cost Center	Pathway	Commitment	Total
4	WESM Hlth/Sports Med	1894301	Perkins Inst-Patient Care S	440001	32,205
4	WESM Hlth/Sports Med	1894301	Perkins Inst-Patient Care S	640001	145,720
4	Woodland Hills Acad	1834401	Perkins Inst-Software & System Development S	430010	12,122
4	Woodland Hills Acad	1834401	Perkins Inst-Software & System Development S	440001	697
4	Hollywood HS New Media Magnet	1869307	Perkins SP-Production & Manag	110005	44,865
4	Reseda Charter HS Science Magnet	1881403	Perkins SP-Engineering Design	110005	44,865
5	Bell SH	1853601	Perkins Inst-Design Visual & Med Arts S	440001	24,585
5	Bernstein SH	1869601	Perkins Inst-Software & System Development S	430010	7,150
5	Bernstein SH	1869601	Perkins Inst-Software & System Development S	440001	16,500
5	Bernstein SH	1869601	Perkins Inst-Software & System Development S	640001	18,000
5	Bernstein SH STEM	1773401	Perkins Inst-Biotechnology S	430010	43,800
5	Bernstein SH STEM	1773401	Perkins Inst-Biotechnology S	440001	3,500
5	Bernstein SH STEM	1773401	Perkins Inst-Engineering Design S	430010	12,009
5	Bernstein SH STEM	1773401	Perkins Inst-Engineering Design S	440001	187,991
5	Elizabeth LC	1354801	Perkins Inst-Software & System Development S	430010	9,346
5	Elizabeth LC	1354801	Perkins Inst-Software & System Development S	440001	2,855
5	Huntngtn Pk SH	1870001	Perkins Inst-Food Service Hospitality S	430010	31,078
5	Huntngtn Pk SH	1870001	Perkins Inst-Food Service Hospitality S	440001	11,400
5	RFK LA SH Arts	1850101	Perkins Inst-Performing Arts S	430010	20,158
5	RFK LA SH Arts	1850101	Perkins Inst-Performing Arts S	440001	114,284
5	RFK LA SH Arts	1850101	Perkins Inst-Performing Arts S	640001	27,154
5	RFK LA SH Arts	1850101	Perkins Inst-Production & Manag Arts S	430010	3,802
5	RFK LA SH Arts	1850101	Perkins Inst-Production & Manag Arts S	440001	6,007
5	RFK LA SH Arts	1850101	Perkins Inst-Production & Manag Arts S	640001	83,425
5	Santee EC	1871601	Perkins Inst-Residential & Commercial S	430010	4,193
5	Santee EC	1871601	Perkins Inst-Residential & Commercial S	440001	11,468
5	Sotomayor Art/Sci Mag	1857701	Perkins Inst-Agriscience S	430010	8,110
5	Sotomayor Art/Sci Mag	1857701	Perkins Inst-Agriscience S	440001	65,900
5	South Gate SH	1887101	Perkins Inst-Cabinetry Millwork & Woodworking S	430010	6,426
5	South Gate SH	1887101	Perkins Inst-Cabinetry Millwork & Woodworking S	580020	6,300
5	South Gate SH	1887101	Perkins Inst-Cabinetry Millwork & Woodworking S	640001	9,794
5	South Gate SH	1887101	Perkins Inst-Graphic Production Technologies S	640001	30,437
5	ELIZABETH LC	1354801	Perkins SP-Entrepreneurship/Se	110005	44,865
5	LEGACY SH STEAM	1892101	Perkins SP-Engineering Design	110005	44,865
5	MARQUEZ SH HPIAM	1886601	Perkins SP-Biotechnology S	110005	44,865
5	MAYWOOD ACADEMY SH	1888201	Perkins SP-Software & System D	110005	44,865
5	RFK LA SH ARTS	1850101	Perkins SP-Production & Manag	110005	44,865
5	SANTEE EDUC COMPLEX	1871601	Perkins CU-Across All Path S	130021	27,422
5	SANTEE EDUC COMPLEX	1871601	Perkins GU-Across All Path S	130021	13,712
5	SANTEE EDUC COMPLEX	1871601	Perkins PD-Across All Path S	130021	41,132
5	SANTEE EDUC COMPLEX	1871601	Perkins RE-Across All Path S	130021	27,422
6	Grant SH	1868301	Perkins Inst-Graphic Production Technologies S	430010	11,212
6	Grant SH	1868301	Perkins Inst-Graphic Production Technologies S	440001	55,770
6	Grant SH	1868301	Perkins Inst-Graphic Production Technologies S	640001	26,002
6	Grant SH	1868301	Perkins Inst-Production & Manag Arts S	430010	11,886
6	Grant SH	1868301	Perkins Inst-Production & Manag Arts S	440001	17,749
6	Grant SH	1868301	Perkins Inst-Production & Manag Arts S	640001	64,317
6	Olive Vista MS	1830601	Perkins Inst-Engineering Design S	430010	1,516
6	Olive Vista MS	1830601	Perkins Inst-Engineering Design S	440001	18,583
6	Olive Vista MS	1830601	Perkins Inst-Engineering Design S	580020	3,399
6	Olive Vista MS	1830601	Perkins Inst-Engineering Design S	640001	5,433
6	Polytechnic SH	1863601	Perkins Inst-Ornamental Horticulture S	430010	21,043
6	Polytechnic SH	1863601	Perkins Inst-Ornamental Horticulture S	440001	9,277
6	San Fernando MS	1835801	Perkins Inst-Engineering Design S	440001	7,814
6	San Fernando SH	1884301	Perkins Inst-Production & Manag Arts S	430010	92,184

Attachment A
Perkins 2024-25 Proposed Budget

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Board District	School	Cost Center	Pathway	Commitment	Total
6	San Fernando SH	1884301	Perkins Inst-Production & Manag Arts S	440001	52,172
6	Sun Valley Mag BSEL	1839603	Perkins Inst-Biotechnology S	430010	62,571
6	Sun Valley Mag BSEL	1839603	Perkins Inst-Biotechnology S	440001	4,999
6	Sylmar Acad BH/E Mag	1765801	Perkins Inst-Engineering Design S	430010	14,434
6	Sylmar Acad BH/E Mag	1765801	Perkins Inst-Engineering Design S	440001	20,867
6	Sylmar Acad BH/E Mag	1765801	Perkins Inst-Engineering Design S	640001	8,717
6	Sylmar CHS	1887801	Perkins Inst-System Diagnostics Svc Repair S	580020	4,023
6	Sylmar CHS	1887801	Perkins Inst-System Diagnostics Svc Repair S	640001	89,616
6	Sylmar Ldshp Acad	1740801	Perkins Inst-Software & System Development S	440001	49,574
6	ARLETA SH	1860901	Perkins SP-Engineering Design	110005	44,865
6	POLYTECHNIC SH	1863601	Perkins CU-Across All Path S	130021	27,422
6	POLYTECHNIC SH	1863601	Perkins GU-Across All Path S	130021	13,712
6	POLYTECHNIC SH	1863601	Perkins PD-Across All Path S	130021	41,132
6	POLYTECHNIC SH	1863601	Perkins RE-Across All Path S	130021	27,422
6	Sylmar Charter High School	1887801	Perkins SP-Oramental Horticult	110005	44,865
7	Banning SH	1852901	Perkins Inst-Food Service Hospitality S	430010	6,187
7	Banning SH	1852901	Perkins Inst-Food Service Hospitality S	440001	1,236
7	Banning SH	1852901	Perkins Inst-Food Service Hospitality S	640001	24,505
7	Fremont SH	1865001	Perkins Inst-Business Management S	440001	78,730
7	Fremont SH	1865001	Perkins Inst-Design Visual & Med Arts S	430010	865
7	Fremont SH	1865001	Perkins Inst-Design Visual & Med Arts S	440001	120,193
7	Fremont SH STEAM Mag	1865002	Perkins Inst-Software & System Development S	430010	4,037
7	Fremont SH STEAM Mag	1865002	Perkins Inst-Software & System Development S	440001	14,820
7	Fremont SH STEAM Mag	1865002	Perkins Inst-Software & System Development S	640001	12,742
7	Gardena SH GB Mag	1866402	Perkins Inst-Production & Manag Arts S	430010	12,617
7	Gardena SH GB Mag	1866402	Perkins Inst-Production & Manag Arts S	440001	48,777
7	Gardena SH GB Mag	1866402	Perkins Inst-Production & Manag Arts S	580020	128,600
7	Gardena SH GB Mag	1866402	Perkins Inst-Production & Manag Arts S	640001	10,006
7	Narbonne SH	1877901	Perkins Inst-Graphic Production Technologies S	430010	3,000
7	Narbonne SH	1877901	Perkins Inst-Graphic Production Technologies S	440001	23,000
7	Narbonne SH	1877901	Perkins Inst-Graphic Production Technologies S	640001	132,300
7	Narbonne SH	1877901	Perkins Inst-System Diagnostics Svc Repair S	430010	400
7	Narbonne SH	1877901	Perkins Inst-System Diagnostics Svc Repair S	440001	21,400
7	Narbonne SH	1877901	Perkins Inst-System Diagnostics Svc Repair S	580020	7,000
7	Narbonne SH	1877901	Perkins Inst-System Diagnostics Svc Repair S	640001	60,000
7	KING-DREW MED MAG	1872701	Perkins CU-Across All Path S	130021	27,422
7	KING-DREW MED MAG	1872701	Perkins GU-Across All Path S	130021	13,712
7	KING-DREW MED MAG	1872701	Perkins PD-Across All Path S	130021	41,132
7	KING-DREW MED MAG	1872701	Perkins RE-Across All Path S	130021	27,422
	Career Dev Branch-Central Ofc	1112001	Perkins CU-Across All Path C	130021	28,541
	Career Dev Branch-Central Ofc	1112001	Perkins PD-Across All Path C	130021	28,541
	Career Dev Branch-Central Ofc	1112001	Perkins PD-Across All Path C	130024	40,000
	Career Dev Branch-Multiple Sch	1112701	Perkins CU-Across All Path C	130024	15,000
	Career Dev Branch-Multiple Sch	1112701	Perkins AD-Across All Path C	240003	2,000
	Career Dev Branch-Multiple Sch	1112701	Perkins AD-Across All Path C	290003	1,500
	Career Dev Branch-Multiple Sch	1112701	Perkins AD-Across All Path C	731001	302,732
	Career Dev Branch-Multiple Sch	1112701	Perkins PD-CTSO Across All Path C	190004	180,000
	Career Dev Branch-Central Ofc	1112001	Perkins PD-Across All Path C	520002	37,000
	Career Dev Branch-Central Ofc	1112001	Perkins PD-Across All Path C	580001	50,000
	Career Dev Branch-Multiple Sch	1112701	Perkins TR-Across All Path C	580012	50,000
	Career Dev Branch-Multiple Sch	1112701	Perkins PD-Across All Path C	110004	106,706
	Career Dev Branch-Multiple Sch	1112701	Perkins AD-Across All Path C	220003	1,500
	Career Dev Branch-Multiple Sch	1112701	Perkins TR-Across All Path C	520001	6,000

Board District	Region	School Name	Industry	Pathway Name
1	S	32nd St USC MAE Mag	Arts, Media, and Entertainment	Design, Visual, and Media Arts
1	S	32nd St USC MAE Mag	Arts, Media, and Entertainment	Production and Managerial Arts
1	S	32nd St USC MAE Mag	Information and Communication Technologies	Software and Systems Development
1	S	32nd St USC MAE Mag	Engineering and Architecture	Engineering Design
1	S	Audubon MS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
1	S	Audubon MS	Arts, Media, and Entertainment	Performing Arts
1	S	Audubon MS	Arts, Media, and Entertainment	Production and Managerial Arts
1	S	Crenshaw Mag STEMM	Health Science and Medical Technology	Patient Care
1	S	Crenshaw Mag STEMM	Arts, Media, and Entertainment	Performing Arts
1	S	Crenshaw Mag STEMM	Information and Communication Technologies	Software and Systems Development
1	S	Dorsey SH	Engineering and Architecture	Engineering Design
1	S	Dorsey SH	Hospitality, Tourism, and Recreation	Food Service and Hospitality
1	S	Dorsey SH	Health Science and Medical Technology	Patient Care
1	S	Dorsey SH	Arts, Media, and Entertainment	Production and Managerial Arts
1	S	Foshay LC	Engineering and Architecture	Architectural Design
1	S	Foshay LC	Health Science and Medical Technology	Biotechnology
1	S	Foshay LC	Engineering and Architecture	Engineering Design
1	S	Foshay LC	Business and Finance	Financial Services
1	S	Foshay LC	Arts, Media, and Entertainment	Production and Managerial Arts
1	S	Foshay LC	Information and Communication Technologies	Software and Systems Development
1	S	GAL King Sch for STEM	Engineering and Architecture	Architectural Design

Board District	Region	School Name	Industry	Pathway Name
1	S	GAL King Sch for STEM	Arts, Media, and Entertainment	Design, Visual, and Media Arts
1	W	Hamilton SH	Information and Communication Technologies	Networking
1	W	Hamilton SH	Arts, Media, and Entertainment	Performing Arts
1	W	Hamilton SH	Arts, Media, and Entertainment	Production and Managerial Arts
1	W	Hamilton SH	Information and Communication Technologies	Software and Systems Development
1	W	Hamilton SH	Arts, Media, and Entertainment	Design, Visual, and Media Arts
1	W	Hamilton SH	Health Science and Medical Technology	Patient Care
1	W	Hamilton SH	Business and Finance	Business Management
1	S	Hawkins SH	Health Science and Medical Technology	Mental and Behavioral Health
1	S	Hawkins SH	Health Science and Medical Technology	Patient Care
1	S	Hawkins SH	Business and Finance	Business Management
1	S	Hawkins SH	Arts, Media, and Entertainment	Performing Arts
1	S	Hawkins SH	Information and Communication Technologies	Software and Systems Development
1	S	Irvine Young Ctr Mag	Arts, Media, and Entertainment	Design, Visual, and Media Arts
1	W	LACES Mag	Hospitality, Tourism, and Recreation	Food Service and Hospitality
1	W	LACES Mag	Information and Communication Technologies	Software and Systems Development
1	W	Los Angeles SH	Business and Finance	Business Management
1	W	Los Angeles SH	Public Services	Legal Practices
1	W	Los Angeles SH	Information and Communication Technologies	Software and Systems Development
1	S	Manual Arts SH	Business and Finance	Business Management
1	S	Manual Arts SH	Hospitality, Tourism, and Recreation	Food Service and Hospitality

Board District	Region	School Name	Industry	Pathway Name
1	S	Manual Arts SH	Health Science and Medical Technology	Patient Care
1	S	Muir MS	Information and Communication Technologies	Software and Systems Development
1	S	Obama Gbl Prep Acad	Arts, Media, and Entertainment	Production and Managerial Arts
1	W	Palms MS	Arts, Media, and Entertainment	Production and Managerial Arts
1	W	Palms MS	Information and Communication Technologies	Software and Systems Development
1	W	Pio Pico MS	Manufacturing and Product Development	Machining and Forming Technologies
1	S	Washington Prep SH	Arts, Media, and Entertainment	Design, Visual, and Media Arts
1	S	Washington Prep SH	Hospitality, Tourism, and Recreation	Food Service and Hospitality
1	S	Washington Prep SH	Arts, Media, and Entertainment	Production and Managerial Arts
1	S	Western Av TECH Mag	Arts, Media, and Entertainment	Design, Visual, and Media Arts
1	S	Widney CPTC	Business and Finance	Business Management
1	S	Widney CPTC	Business and Finance	Financial Services
2	E	Arroyo Seco Mus/S Mag	Arts, Media, and Entertainment	Production and Managerial Arts
2	E	Belmont SH	Health Science and Medical Technology	Patient Care
2	E	Belmont SH	Transportation	Systems Diagnostics and Service
2	E	Belvedere MS	Arts, Media, and Entertainment	Production and Managerial Arts
2	E	Belvedere MS	Information and Communication Technologies	Software and Systems Development
2	E	Boyle Hts STEM Mag	Engineering and Architecture	Engineering Design
2	E	Bravo SH Medical Mag	Health Science and Medical Technology	Biotechnology
2	E	Bravo SH Medical Mag	Health Science and Medical Technology	Patient Care
2	E	Bravo SH Medical Mag	Health Science and Medical Technology	Public and Community Health

Board District	Region	School Name	Industry	Pathway Name
2	E	Castro MS	Information and Communication Technologies	Software and Systems Development
2	E	CDS Tri-C	Arts, Media, and Entertainment	Production and Managerial Arts
2	E	Contreras LC Bus Tr	Marketing Sales and Service	Entrepreneurship/Self Employment
2	E	Contreras LC Bus Tr	Hospitality, Tourism, and Recreation	Hospitality, Tourism, and Recreation
2	E	Contreras LC Gbl St	Arts, Media, and Entertainment	Design, Visual, and Media Arts
2	E	Cortines Sch of VAPA	Arts, Media, and Entertainment	Performing Arts
2	E	Cortines Sch of VAPA	Arts, Media, and Entertainment	Production and Managerial Arts
2	E	Cortines Sch of VAPA	Arts, Media, and Entertainment	Design, Visual, and Media Arts
2	E	DBM	Marketing Sales and Service	Entrepreneurship/Self Employment
2	E	DBM	Fashion and Interior Design	Fashion Design and Merchandising
2	E	DBM	Business and Finance	Financial Services
2	E	DBM	Marketing Sales and Service	Professional Sales
2	E	DBM	Arts, Media, and Entertainment	Design, Visual, and Media Arts
2	E	DBM	Information and Communication Technologies	Software and Systems Development
2	E	Franklin HS	Education, Child Development, and Family Services	Education
2	E	Franklin HS	Engineering and Architecture	Engineering Design
2	E	Franklin HS	Building and Construction Trades	Residential and Commercial Construction
2	E	Garfield SH	Business and Finance	Business Management
2	E	Garfield SH	Arts, Media, and Entertainment	Design, Visual, and Media Arts
2	E	Garfield SH	Health Science and Medical Technology	Patient Care
2	E	Garfield SH	Arts, Media, and Entertainment	Production and Managerial Arts

Board District	Region	School Name	Industry	Pathway Name
2	E	Garfield SH	Transportation	Systems Diagnostics and Service
2	E	Griffith MS STEAM Mg	Hospitality, Tourism, and Recreation	Food Service and Hospitality
2	E	Highland Park HS	Education, Child Development, and Family Services	Education
2	E	Hollenbeck MS	Engineering and Architecture	Architectural Design
2	E	Hollenbeck MS	Public Services	Legal Practices
2	E	Hollenbeck MS	Information and Communication Technologies	Software and Systems Development
2	W	King MS Mag Flm/Mdia	Arts, Media, and Entertainment	Production and Managerial Arts
2	E	Lincoln SH	Engineering and Architecture	Architectural Design
2	E	Lincoln SH	Engineering and Architecture	Engineering Design
2	E	Lincoln SH	Business and Finance	Financial Services
2	E	Lincoln SH	Agriculture and Natural Resources	Ornamental Horticulture
2	E	Lincoln SH	Arts, Media, and Entertainment	Production and Managerial Arts
2	E	Lincoln SH	Arts, Media, and Entertainment	Performing Arts
2	W	Marshall SH	Building and Construction Trades	Cabinetry, Millwork, and Woodworking
2	W	Marshall SH	Health Science and Medical Technology	Patient Care
2	W	Marshall SH	Arts, Media, and Entertainment	Production and Managerial Arts
2	E	McAlister HS CYESIS	Education, Child Development, and Family Services	Child Development
2	E	Mendez SH	Business and Finance	International Business
2	E	Metropolitan HS	Arts, Media, and Entertainment	Performing Arts
2	E	Newmark HS	Education, Child Development, and Family Services	Education
2	E	Nightingale MS	Engineering and Architecture	Engineering Design

Board District	Region	School Name	Industry	Pathway Name
2	E	Nightingale MS	Marketing Sales and Service	Entrepreneurship/Self Employment
2	E	Nightingale MS	Arts, Media, and Entertainment	Production and Managerial Arts
2	E	Roosevelt SH	Health Science and Medical Technology	Biotechnology
2	E	Roosevelt SH	Arts, Media, and Entertainment	Design, Visual, and Media Arts
2	E	Roosevelt SH	Public Services	Legal Practices
2	E	Roosevelt SH	Arts, Media, and Entertainment	Performing Arts
2	E	Roosevelt SH	Information and Communication Technologies	Software and Systems Development
2	E	Roosevelt SH STM Mag	Information and Communication Technologies	Software and Systems Development
2	E	Roybal LC	Arts, Media, and Entertainment	Production and Managerial Arts
2	E	Stevenson CCP	Arts, Media, and Entertainment	Production and Managerial Arts
2	E	Torres ELA PA Mag	Arts, Media, and Entertainment	Performing Arts
2	E	Torres ELA PA Mag	Arts, Media, and Entertainment	Production and Managerial Arts
2	E	Torres Eng & Tech	Arts, Media, and Entertainment	Design, Visual, and Media Arts
2	E	Torres Eng & Tech	Engineering and Architecture	Engineering Design
2	E	Torres Renaissance	Arts, Media, and Entertainment	Performing Arts
2	E	Wilson SH	Agriculture and Natural Resources	Plant and Soil Science
2	E	Wilson SH	Arts, Media, and Entertainment	Design, Visual, and Media Arts
2	E	Wilson SH	Public Services	Legal Practices
2	E	Wilson SH	Health Science and Medical Technology	Patient Care
2	E	Wilson SH	Arts, Media, and Entertainment	Production and Managerial Arts
3	N	Armstrong MS	Agriculture and Natural Resources	Ornamental Horticulture

Board District	Region	School Name	Industry	Pathway Name
3	N	Armstrong MS	Arts, Media, and Entertainment	Production and Managerial Arts
3	N	Canoga Pk MS	Information and Communication Technologies	Software and Systems Development
3	N	Canoga Prk SH	Agriculture and Natural Resources	Animal Science
3	N	Canoga Prk SH	Arts, Media, and Entertainment	Design, Visual, and Media Arts
3	N	Canoga Prk SH	Engineering and Architecture	Engineering Design
3	N	Canoga Prk SH	Arts, Media, and Entertainment	Production and Managerial Arts
3	N	Chatsworth CHS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
3	N	Chatsworth CHS	Hospitality, Tourism, and Recreation	Food Service and Hospitality
3	N	Chatsworth CHS	Manufacturing and Product Development	Machining and Forming Technologies
3	N	Chatsworth CHS	Arts, Media, and Entertainment	Performing Arts
3	N	Chatsworth CHS	Arts, Media, and Entertainment	Production and Managerial Arts
3	N	Chatsworth CHS	Information and Communication Technologies	Software and Systems Development
3	N	Chatsworth CHS	Information and Communication Technologies	Games and Simulation
3	N	Cleveland CHS	Business and Finance	Business Management
3	N	Cleveland CHS	Education, Child Development, and Family Services	Child Development
3	N	Cleveland CHS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
3	N	Cleveland CHS	Arts, Media, and Entertainment	Production and Managerial Arts
3	N	Hale CA	Agriculture and Natural Resources	Ornamental Horticulture
3	N	Hale CA	Engineering and Architecture	Engineering Design
3	N	Hale CA	Arts, Media, and Entertainment	Production and Managerial Arts
3	N	Hale CA	Information and Communication Technologies	Software and Systems Development

Board District	Region	School Name	Industry	Pathway Name
3	N	Hale CA	Agriculture and Natural Resources	Agriscience
3	N	Henry MS	Agriculture and Natural Resources	Animal Science
3	N	Henry MS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
3	N	Henry MS	Engineering and Architecture	Engineering Design
3	N	Henry MS	Agriculture and Natural Resources	Ornamental Horticulture
3	N	Henry MS	Arts, Media, and Entertainment	Production and Managerial Arts
3	N	Holmes MS	Engineering and Architecture	Architectural Design
3	N	Holmes MS	Engineering and Architecture	Engineering Design
3	N	Holmes MS	Arts, Media, and Entertainment	Production and Managerial Arts
3	N	Kennedy SH	Engineering and Architecture	Architectural Design
3	N	Kennedy SH	Education, Child Development, and Family Services	Child Development
3	N	Kennedy SH	Arts, Media, and Entertainment	Design, Visual, and Media Arts
3	N	Kennedy SH	Health Science and Medical Technology	Patient Care
3	N	Kennedy SH	Arts, Media, and Entertainment	Production and Managerial Arts
3	N	Kennedy SH	Information and Communication Technologies	Software and Systems Development
3	N	Mulholland MS	Engineering and Architecture	Architectural Design
3	N	No Hollywd SH	Agriculture and Natural Resources	Animal Science
3	N	No Hollywd SH	Agriculture and Natural Resources	Ornamental Horticulture
3	N	No Hollywd SH	Information and Communication Technologies	Information Support and Services
3	N	No Hollywd SH	Arts, Media, and Entertainment	Production and Managerial Arts
3	N	No Hollywd SH	Building and Construction Trades	Residential and Commercial Construction

Board District	Region	School Name	Industry	Pathway Name
3	N	No Hollywd SH	Information and Communication Technologies	Software and Systems Development
3	N	No Hollywd SH	Transportation	Systems Diagnostics and Service
3	N	Nobel CMS	Arts, Media, and Entertainment	Production and Managerial Arts
3	N	Nobel CMS	Information and Communication Technologies	Software and Systems Development
3	N	Northridge Acad SH	Arts, Media, and Entertainment	Design, Visual, and Media Arts
3	N	Pearl SH Jrnls/Cmm Mg	Arts, Media, and Entertainment	Design, Visual, and Media Arts
3	N	Pearl SH Jrnls/Cmm Mg	Arts, Media, and Entertainment	Production and Managerial Arts
3	N	Porter MS	Information and Communication Technologies	Software and Systems Development
3	N	Reed MS	Information and Communication Technologies	Information Support and Services
3	N	Reed MS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
3	N	Reed MS	Arts, Media, and Entertainment	Production and Managerial Arts
3	N	Rogers HS	Education, Child Development, and Family Services	Child Development
3	N	Van Nuys MS	Information and Communication Technologies	Software and Systems Development
3	N	Van Nuys MS	Manufacturing and Product Development	Machining and Forming Technologies
3	N	Van Nuys SH	Arts, Media, and Entertainment	Design, Visual, and Media Arts
3	N	Van Nuys SH	Hospitality, Tourism, and Recreation	Food Service and Hospitality
3	N	Van Nuys SH	Manufacturing and Product Development	Machining and Forming Technologies
3	N	Van Nuys SH	Arts, Media, and Entertainment	Production and Managerial Arts
3	N	Van Nuys SH	Transportation	Systems Diagnostics and Service
3	N	Wooden HS	Agriculture and Natural Resources	Ornamental Horticulture
3	N	Wooden HS	Agriculture and Natural Resources	Plant and Soil Science

Board District	Region	School Name	Industry	Pathway Name
4	W	Fairfax SH	Health Science and Medical Technology	Patient Care
4	W	Fairfax SH	Fashion and Interior Design	Fashion Design and Merchandising
4	W	Fairfax SH	Information and Communication Technologies	Networking
4	W	Fairfax SH	Information and Communication Technologies	Software and Systems Development
4	W	Fairfax SH	Arts, Media, and Entertainment	Design, Visual, and Media Arts
4	W	Hollywood SH	Education, Child Development, and Family Services	Child Development
4	W	Hollywood SH	Arts, Media, and Entertainment	Design, Visual, and Media Arts
4	W	Hollywood SH	Arts, Media, and Entertainment	Performing Arts
4	W	Hollywood SH	Arts, Media, and Entertainment	Production and Managerial Arts
4	W	Laurel CACT Mag	Arts, Media, and Entertainment	Production and Managerial Arts
4	W	Laurel CACT Mag	Information and Communication Technologies	Software and Systems Development
4	N	Portola CM	Health Science and Medical Technology	Biotechnology
4	N	Portola CM	Arts, Media, and Entertainment	Production and Managerial Arts
4	N	Portola CM	Information and Communication Technologies	Software and Systems Development
4	N	Reseda Charter HS	Health Science and Medical Technology	Biotechnology
4	N	Reseda Charter HS	Engineering and Architecture	Engineering Design
4	N	Reseda Charter HS	Health Science and Medical Technology	Patient Care
4	N	Reseda Charter HS	Arts, Media, and Entertainment	Performing Arts
4	N	Reseda Charter HS	Arts, Media, and Entertainment	Production and Managerial Arts
4	N	Reseda Charter HS	Public Services	Public Safety
4	N	Reseda Charter HS	Information and Communication Technologies	Software and Systems Development

Board District	Region	School Name	Industry	Pathway Name
4	W	Revere CMS	Agriculture and Natural Resources	Agriscience
4	N	SOCES Mag	Information and Communication Technologies	Software and Systems Development
4	N	SOCES Mag	Hospitality, Tourism, and Recreation	Food Service and Hospitality
4	N	Sutter MS	Engineering and Architecture	Engineering Design
4	N	Taft CHS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
4	N	Taft CHS	Engineering and Architecture	Engineering Design
4	N	Taft CHS	Fashion and Interior Design	Fashion Design and Merchandising
4	N	Taft CHS	Health Science and Medical Technology	Patient Care
4	N	Taft CHS	Information and Communication Technologies	Software and Systems Development
4	W	University HS Charter	Arts, Media, and Entertainment	Design, Visual, and Media Arts
4	W	University HS Charter	Health Science and Medical Technology	Patient Care
4	W	Venice SH	Manufacturing and Product Development	Graphic Production Technologies
4	W	Venice SH	Engineering and Architecture	Engineering Design
4	W	Venice SH	Agriculture and Natural Resources	Ornamental Horticulture
4	W	Venice SH	Health Science and Medical Technology	Patient Care
4	W	Venice SH	Transportation	Systems Diagnostics and Service
4	W	Webster MS	Engineering and Architecture	Engineering Design
4	W	WESM Hlth/Sports Med	Health Science and Medical Technology	Patient Care
4	W	WESM Hlth/Sports Med	Building and Construction Trades	Residential and Commercial Construction
4	W	WESM Hlth/Sports Med	Information and Communication Technologies	Software and Systems Development
4	N	Woodland Hills Acad	Information and Communication Technologies	Software and Systems Development

Board District	Region	School Name	Industry	Pathway Name
4	W	Wright Eng Des Mag	Engineering and Architecture	Engineering Design
4	W	Wright Eng Des Mag	Information and Communication Technologies	Software and Systems Development
5	E	Bell SH	Building and Construction Trades	Cabinetry, Millwork, and Woodworking
5	E	Bell SH	Education, Child Development, and Family Services	Child Development
5	E	Bell SH	Arts, Media, and Entertainment	Design, Visual, and Media Arts
5	E	Bell SH	Manufacturing and Product Development	Graphic Production Technologies
5	E	Bell SH	Manufacturing and Product Development	Machining and Forming Technologies
5	E	Bell SH	Arts, Media, and Entertainment	Production and Managerial Arts
5	E	Bell SH	Transportation	Systems Diagnostics and Service
5	W	Bernstein SH	Arts, Media, and Entertainment	Design, Visual, and Media Arts
5	W	Bernstein SH	Arts, Media, and Entertainment	Production and Managerial Arts
5	W	Bernstein SH	Information and Communication Technologies	Software and Systems Development
5	W	Bernstein SH STEM	Health Science and Medical Technology	Biotechnology
5	W	Bernstein SH STEM	Engineering and Architecture	Engineering Design
5	W	Bernstein SH STEM	Information and Communication Technologies	Software and Systems Development
5	E	Clinton MS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
5	E	Eagle Rock HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
5	E	Eagle Rock HS	Marketing Sales and Service	Entrepreneurship/Self Employment
5	E	Eagle Rock HS	Manufacturing and Product Development	Graphic Production Technologies
5	E	Eagle Rock HS	Health Science and Medical Technology	Patient Care
5	E	Eagle Rock HS	Arts, Media, and Entertainment	Production and Managerial Arts

Board District	Region	School Name	Industry	Pathway Name
5	E	Eagle Rock HS	Agriculture and Natural Resources	Ornamental Horticulture
5	E	Elizabeth LC	Health Science and Medical Technology	Mental and Behavioral Health
5	E	Elizabeth LC	Health Science and Medical Technology	Patient Care
5	E	Elizabeth LC	Marketing Sales and Service	Entrepreneurship/Self Employment
5	E	Elizabeth LC	Information and Communication Technologies	Software and Systems Development
5	E	Gage MS	Information and Communication Technologies	Software and Systems Development
5	E	Huntngtn Pk SH	Building and Construction Trades	Cabinetry, Millwork, and Woodworking
5	E	Huntngtn Pk SH	Arts, Media, and Entertainment	Design, Visual, and Media Arts
5	E	Huntngtn Pk SH	Arts, Media, and Entertainment	Performing Arts
5	E	Huntngtn Pk SH	Hospitality, Tourism, and Recreation	Food Service and Hospitality
5	E	Huntngtn Pk SH	Information and Communication Technologies	Software and Systems Development
5	E	International St LC	Arts, Media, and Entertainment	Design, Visual, and Media Arts
5	E	Jefferson SH	Marketing Sales and Service	Entrepreneurship/Self Employment
5	E	Jefferson SH	Education, Child Development, and Family Services	Child Development
5	E	Jefferson SH	Manufacturing and Product Development	Graphic Production Technologies
5	E	Legacy SH STEAM	Arts, Media, and Entertainment	Design, Visual, and Media Arts
5	E	Legacy SH STEAM	Engineering and Architecture	Engineering Design
5	E	Legacy SH VAPA	Arts, Media, and Entertainment	Production and Managerial Arts
5	E	Marquez SH HPIAM	Health Science and Medical Technology	Biotechnology
5	E	Marquez SH HPIAM	Health Science and Medical Technology	Patient Care
5	E	Marquez SH Libra	Business and Finance	Financial Services

Board District	Region	School Name	Industry	Pathway Name
5	E	Maywood Academy SH	Engineering and Architecture	Architectural Design
5	E	Maywood Academy SH	Hospitality, Tourism, and Recreation	Food Service and Hospitality
5	E	Maywood Academy SH	Arts, Media, and Entertainment	Performing Arts
5	E	Maywood Academy SH	Information and Communication Technologies	Software and Systems Development
5	E	Nava College Prep	Arts, Media, and Entertainment	Design, Visual, and Media Arts
5	E	Orthopaedic Hsp SH Mg	Health Science and Medical Technology	Biotechnology
5	W	RFK LA SH Arts	Arts, Media, and Entertainment	Performing Arts
5	W	RFK LA SH Arts	Arts, Media, and Entertainment	Production and Managerial Arts
5	W	RFK New Open Wld	Information and Communication Technologies	Software and Systems Development
5	W	RFK Sch Vis Arts/Hum	Arts, Media, and Entertainment	Design, Visual, and Media Arts
5	E	Santee EC	Business and Finance	Business Management
5	E	Santee EC	Hospitality, Tourism, and Recreation	Food Service and Hospitality
5	E	Santee EC	Information and Communication Technologies	Games and Simulation
5	E	Santee EC	Building and Construction Trades	Residential and Commercial Construction
5	W	Sotomayor Art/Sci Mag	Arts, Media, and Entertainment	Production and Managerial Arts
5	W	Sotomayor Art/Sci Mag	Arts, Media, and Entertainment	Performing Arts
5	W	Sotomayor Art/Sci Mag	Agriculture and Natural Resources	Agriscience
5	E	South East SH	Arts, Media, and Entertainment	Design, Visual, and Media Arts
5	E	South East SH	Public Services	Public Safety
5	E	South Gate MS	Engineering and Architecture	Engineering Design
5	E	South Gate SH	Building and Construction Trades	Cabinetry, Millwork, and Woodworking

Board District	Region	School Name	Industry	Pathway Name
5	E	South Gate SH	Arts, Media, and Entertainment	Design, Visual, and Media Arts
5	E	South Gate SH	Hospitality, Tourism, and Recreation	Food Service and Hospitality
5	E	South Gate SH	Information and Communication Technologies	Software and Systems Development
5	E	Southeast MS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
5	E	Southeast MS	Information and Communication Technologies	Software and Systems Development
5	W	West Adams Prep SH	Engineering and Architecture	Engineering Design
5	W	West Adams Prep SH	Public Services	Public Safety
5	W	West Adams Prep SH	Hospitality, Tourism, and Recreation	Food Service and Hospitality
6	N	Arleta SH	Engineering and Architecture	Engineering Design
6	N	Arleta SH	Marketing Sales and Service	Entrepreneurship/Self Employment
6	N	CDS London	Agriculture and Natural Resources	Ornamental Horticulture
6	N	Chavez LA ArTES Mag	Arts, Media, and Entertainment	Design, Visual, and Media Arts
6	N	Chavez LA ArTES Mag	Arts, Media, and Entertainment	Production and Managerial Arts
6	N	Chavez LA Tech Prep	Information and Communication Technologies	Networking
6	N	East Valley SH	Arts, Media, and Entertainment	Design, Visual, and Media Arts
6	N	East Valley SH	Arts, Media, and Entertainment	Production and Managerial Arts
6	N	Grant SH	Arts, Media, and Entertainment	Design, Visual, and Media Arts
6	N	Grant SH	Information and Communication Technologies	Games and Simulation
6	N	Grant SH	Agriculture and Natural Resources	Ornamental Horticulture
6	N	Grant SH	Arts, Media, and Entertainment	Production and Managerial Arts
6	N	Madison MS	Information and Communication Technologies	Software and Systems Development

Board District	Region	School Name	Industry	Pathway Name
6	N	Monroe SH	Building and Construction Trades	Cabinetry, Millwork, and Woodworking
6	N	Monroe SH	Public Services	Emergency Response
6	N	Monroe SH	Engineering and Architecture	Engineering Design
6	N	Monroe SH	Hospitality, Tourism, and Recreation	Food Service and Hospitality
6	N	Monroe SH	Arts, Media, and Entertainment	Production and Managerial Arts
6	N	Olive Vista MS	Engineering and Architecture	Engineering Design
6	N	Pacoima MS	Engineering and Architecture	Engineering Design
6	N	Panorama SH	Arts, Media, and Entertainment	Design, Visual, and Media Arts
6	N	Panorama SH	Hospitality, Tourism, and Recreation	Food Service and Hospitality
6	N	Panorama SH	Health Science and Medical Technology	Patient Care
6	N	Panorama SH	Arts, Media, and Entertainment	Production and Managerial Arts
6	N	Polytechnic SH	Arts, Media, and Entertainment	Design, Visual, and Media Arts
6	N	Polytechnic SH	Education, Child Development, and Family Services	Child Development
6	N	Polytechnic SH	Engineering and Architecture	Engineering Design
6	N	Polytechnic SH	Hospitality, Tourism, and Recreation	Food Service and Hospitality
6	N	Polytechnic SH	Health Science and Medical Technology	Mental and Behavioral Health
6	N	Polytechnic SH	Agriculture and Natural Resources	Ornamental Horticulture
6	N	Polytechnic SH	Information and Communication Technologies	Software and Systems Development
6	N	San Fernando MS	Engineering and Architecture	Architectural Design
6	N	San Fernando MS	Engineering and Architecture	Engineering Design
6	N	San Fernando SH	Health Science and Medical Technology	Biotechnology

Board District	Region	School Name	Industry	Pathway Name
6	N	San Fernando SH	Health Science and Medical Technology	Patient Care
6	N	San Fernando SH	Building and Construction Trades	Cabinetry, Millwork, and Woodworking
6	N	San Fernando SH	Hospitality, Tourism, and Recreation	Food Service and Hospitality
6	N	San Fernando SH	Arts, Media, and Entertainment	Performing Arts
6	N	San Fernando SH	Arts, Media, and Entertainment	Production and Managerial Arts
6	N	San Fernando SH	Information and Communication Technologies	Software and Systems Development
6	N	San Fernando SH	Transportation	Systems Diagnostics and Service
6	N	Science Ac STEM Mag	Arts, Media, and Entertainment	Production and Managerial Arts
6	N	Science Ac STEM Mag	Information and Communication Technologies	Software and Systems Development
6	N	Sun Valley Mag ET	Engineering and Architecture	Engineering Design
6	N	Sun Valley Mag ET	Marketing Sales and Service	Entrepreneurship/Self Employment
6	N	Sun Valley Mag ET	Health Science and Medical Technology	Biotechnology
6	N	Sylmar Acad BH/E Mag	Health Science and Medical Technology	Biotechnology
6	N	Sylmar Acad BH/E Mag	Health Science and Medical Technology	Patient Care
6	N	Sylmar Acad BH/E Mag	Engineering and Architecture	Engineering Design
6	N	Sylmar CHS	Hospitality, Tourism, and Recreation	Food Service and Hospitality
6	N	Sylmar CHS	Agriculture and Natural Resources	Ornamental Horticulture
6	N	Sylmar CHS	Arts, Media, and Entertainment	Production and Managerial Arts
6	N	Sylmar CHS	Transportation	Systems Diagnostics and Service
6	N	Sylmar Ldshp Acad	Engineering and Architecture	Engineering Design
6	N	Sylmar Ldshp Acad	Information and Communication Technologies	Software and Systems Development

Board District	Region	School Name	Industry	Pathway Name
6	N	Verdugo Hls SH	Agriculture and Natural Resources	Ornamental Horticulture
6	N	Verdugo Hls SH	Arts, Media, and Entertainment	Production and Managerial Arts
6	N	Vista MS	Health Science and Medical Technology	Patient Care
6	N	VOCES Mag	Arts, Media, and Entertainment	Production and Managerial Arts
6	N	VOCES Mag	Hospitality, Tourism, and Recreation	Food Service and Hospitality
7	E	Angelou Community SH	Business and Finance	Business Management
7	S	Angel's Gate HS	Transportation	Systems Diagnostics and Service
7	S	Banning SH	Arts, Media, and Entertainment	Design, Visual, and Media Arts
7	S	Banning SH	Business and Finance	Business Management
7	S	Banning SH	Public Services	Emergency Response
7	S	Banning SH	Engineering and Architecture	Engineering Design
7	S	Banning SH	Hospitality, Tourism, and Recreation	Food Service and Hospitality
7	S	Banning SH	Business and Finance	International Business
7	S	Banning SH	Health Science and Medical Technology	Patient Care
7	S	Banning SH	Arts, Media, and Entertainment	Production and Managerial Arts
7	S	Banning SH	Transportation	Structural Repair and Refinishing
7	S	Bethune MS	Health Science and Medical Technology	Patient Care
7	S	Bethune MS	Arts, Media, and Entertainment	Production and Managerial Arts
7	S	Carnegie MS	Agriculture and Natural Resources	Ornamental Horticulture
7	S	Carson Acad Ed & Emp	Education, Child Development, and Family Services	Child Development
7	S	Carson Acad Ed & Emp	Information and Communication Technologies	Software and Systems Development

Board District	Region	School Name	Industry	Pathway Name
7	S	Carson Acad Med Arts	Health Science and Medical Technology	Patient Care
7	S	Carson SH	Business and Finance	Business Management
7	S	Carson SH	Engineering and Architecture	Engineering Design
7	S	Carson SH	Arts, Media, and Entertainment	Performing Arts
7	S	Carson SH	Agriculture and Natural Resources	Plant and Soil Science
7	S	Carson SH	Arts, Media, and Entertainment	Production and Managerial Arts
7	S	Carson SH	Public Services	Public Safety
7	S	Carson SH	Information and Communication Technologies	Software and Systems Development
7	S	Dodson MS	Hospitality, Tourism, and Recreation	Food Service and Hospitality
7	S	Dodson MS	Agriculture and Natural Resources	Ornamental Horticulture
7	S	Drew MS UP Pblc Srvc	Public Services	Legal Practices
7	S	Drew MS UP Pblc Srvc	Public Services	Public Safety
7	S	Dymally SH	Health Science and Medical Technology	Biotechnology
7	S	Dymally SH	Arts, Media, and Entertainment	Production and Managerial Arts
7	S	Edison MS	Engineering and Architecture	Architectural Design
7	S	Edison MS	Information and Communication Technologies	Software and Systems Development
7	S	Edison MS	Information and Communication Technologies	Information Support and Services
7	S	Fremont SH	Business and Finance	Business Management
7	S	Fremont SH	Arts, Media, and Entertainment	Design, Visual, and Media Arts
7	S	Fremont SH	Engineering and Architecture	Engineering Design
7	S	Fremont SH	Public Services	Legal Practices

Board District	Region	School Name	Industry	Pathway Name
7	S	Fremont SH	Health Science and Medical Technology	Patient Care
7	S	Fremont SH	Fashion and Interior Design	Personal Services
7	S	Fremont SH	Agriculture and Natural Resources	Plant and Soil Science
7	S	Fremont SH	Information and Communication Technologies	Software and Systems Development
7	S	Gardena SH	Arts, Media, and Entertainment	Design, Visual, and Media Arts
7	S	Gardena SH	Engineering and Architecture	Engineering Design
7	S	Gardena SH	Business and Finance	Business Management
7	S	Gardena SH	Health Science and Medical Technology	Patient Care
7	S	Gardena SH	Arts, Media, and Entertainment	Production and Managerial Arts
7	S	Gompers MS UP Med Mag	Health Science and Medical Technology	Patient Care
7	S	King-Drew SH Md/S Mg	Health Science and Medical Technology	Biotechnology
7	S	King-Drew SH Md/S Mg	Health Science and Medical Technology	Patient Care
7	S	King-Drew SH Md/S Mg	Information and Communication Technologies	Software and Systems Development
7	E	Los Angeles Acad MS	Engineering and Architecture	Engineering Design
7	S	Narbonne SH	Arts, Media, and Entertainment	Design, Visual, and Media Arts
7	S	Narbonne SH	Information and Communication Technologies	Software and Systems Development
7	S	Narbonne SH	Transportation	Systems Diagnostics and Service
7	S	Peary MS	Building and Construction Trades	Cabinetry, Millwork, and Woodworking
7	S	Peary MS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
7	S	Peary MS	Fashion and Interior Design	Fashion Design and Merchandising
7	S	Rivera LC Com & Tech	Arts, Media, and Entertainment	Design, Visual, and Media Arts

Board District	Region	School Name	Industry	Pathway Name
7	S	Rivera LC Com & Tech	Information and Communication Technologies	Software and Systems Development
7	S	Rivera LC GD STEAM Ac	Agriculture and Natural Resources	Plant and Soil Science
7	S	Rivera LC GD STEAM Ac	Arts, Media, and Entertainment	Production and Managerial Arts
7	S	San Pedro SH	Arts, Media, and Entertainment	Design, Visual, and Media Arts
7	S	San Pedro SH	Hospitality, Tourism, and Recreation	Food Service and Hospitality
7	S	San Pedro SH	Health Science and Medical Technology	Patient Care
7	S	San Pedro SH	Arts, Media, and Entertainment	Production and Managerial Arts
7	S	San Pedro SH	Transportation	Systems Diagnostics and Service
7	S	White MS	Health Science and Medical Technology	Biotechnology
7	S	White MS	Health Science and Medical Technology	Patient Care
7	S	White MS	Engineering and Architecture	Engineering Design

Essential Elements of a High-Quality College and Career Pathway

To realize the *Guiding Policy Principles*, California recognizes the importance of creating the following student focused essential elements of a high-quality college and career pathway:

- A. **Student-Centered Delivery of Services** for all K–14+ college and career pathways incorporates the removal of institutional or systemic barriers that impede the progress of students in achieving their education and career goals. This includes a renewed commitment to offer an engaging learning experience and support the diversity of individual student needs while accommodating their multiple entry points as they progress along a continuum of education and training, or advance in a sector-specific occupation or industry.
- B. Student **Equity** goes beyond the reduction of institutional barriers to create an environment of being fair, impartial and free from racism, bias, or favoritism, promote educational and employment attainment, and to eliminate the achievement gap for all students including, but not limited to, English language learners and students with disabilities in the K–14+ college and career pathway system.
- C. **Access** denotes a broader vision of equity ensuring that all students are provided ample opportunities to attain the necessary skills, education and training required to maximize their individual goals including a collective awareness of all the supports that are available to students both inside and out of class. Access also facilitates the elimination of the achievement gap by providing information on how to access programs, services, and rigorous course work for all California students regardless of region, gender, socio-economic status, special needs, and/or English proficiency. Access also includes creating pathways with demonstrable careers for students.
- D. **Leadership at All Levels** is required to achieve greater integration across systems and programs to ensure that the contexts for an engaging learning experience can occur and programs connect, so all students can reach across systems easily and succeed with their desired outcomes including employment, and employers have the workforce needed to thrive.
- E. **High-Quality, Integrated Curriculum and Instruction** informed by labor market information, student interest, technology, industry standards, and real-world engagement through relevant work-based learning opportunities is essential to prepare students. Rigorous and aligned programs should be supported to guide students through relevant course sequences (i.e., both in-person and online) and work-based learning opportunities leading to a mastery of standards, high school graduation, and transition to postsecondary education, training, apprenticeship, and/or employment, as appropriate. Courses and programs may be designed to use cross-system strategies like dual enrollment and/or dual credit with community colleges and universities or other articulations to create a seamless student experience, and avoid unnecessary repeating of courses or other inefficient practices to facilitate “on-time” postsecondary graduation, where appropriate. Stackable badging and credentials can ensure frequency of assessment and a value-added outcome.
- F. **Skilled Instruction and Educational Leadership, informed by Professional Learning**, is the cornerstone of the public education system in California. The educational experience is only as strong as the capacity and investment made in faculty, educational leaders, and the other key field talent to provide in-class, online, or work-based learning opportunities as well as developing an awareness of student support services. California encourages the culture of innovation and entrepreneurialism in program instruction and design that leads to student success.

Essential Elements of a High-Quality College and Career Pathway

- G. The strong presence of **Career Exploration and Student Supports** is an essential component for establishing a learning plan for all K–14+ students. This includes identifying appropriate foundational courses (i.e., using competency-based learning) and information about jobs, determining student progression in a single pathway or along multiple pathways or sequences of learning, or making available in-class and online course offerings and work-based learning opportunities. To complement their learning plan, students should also have access to comprehensive counseling, individualized supports along their journey (including, but not limited to, for students who are part-time, face barriers to learning, need academic or cultural supports, transportation, child care, or financial aid), or opportunities through student leadership development organizations to achieve their individual goals and aspirations, through a variety of transitions, in an ever-changing workforce.
- H. **Appropriate Use of Data and Continuous Improvement** should continue to drive CTE through relevant accountability that is outcomes-based, is supported both vertically and horizontally across systems, and ensures equity and access for all students. Continuous improvement ensures students can access the best pathways possible. Focusing on students' and employers' needs will allow for identification of capacity building, refinement of programs, and elimination of inefficiencies to meet the existing and emerging needs of regional economies. Through intentional sharing of specific data elements that are actionable across systems will help to showcase student attainment, including mastery of standards, and be informed by industry needs to achieve relevant system outcomes. Responsible data use is to inform practice and improve programs, not to track students.
- I. Opportunities for strategic and intentional **Cross-System Alignment** should be informed by the ongoing analysis of student data, and alignment of data definitions across systems to provide, for example, deliberate sector-based programs, deployment of technical field assistance using a regional distribution, or evidence-based practices and processes to optimize pathway success and upward mobility opportunities for all participants.
- J. **Intentional Recruitment and Marketing (Promotion, Outreach, and Communication)** should reflect an understanding of students' and employers' needs, be consistent in its messaging to stakeholders across all segments, and use tools and reports as a platform to display the added value of high quality K–14+ college and career pathway programs.
- K. **Sustained Investments and Funding through Mutual Agreements** must be present to encourage regional alliances along with industry sector strategies, especially with a focus on current and/or emerging high-skill, high-wage, and/or high-demand occupations. This includes but is not limited to Kindergarten through grades twelve (K–12) Education, Adult Education, Higher Education, Labor, Economic Development Councils, Chambers of Commerce, Workforce Development Boards, career advisory boards, and regional industry alliances aligned by sector that lead to an industry-recognized credential or certificate, postsecondary training, apprenticeship, and/or employment.
- L. **Strong Partnerships with Industry** and appropriate employers must be developed to inform and improve CTE program design, instruction and work-based learning activities; as well as, ensure that career pathway programs in all grade levels, organizations and apprenticeship programs continue to meet the workforce demands.

TAB 15



Board of Education Report

File #: Rep-115-24/25, Version: 1

Recommended Adoption of Textbooks for Arts, Dual Language, Ethnic Studies, and English Language Arts

November 19, 2024

Division of Instruction

Action Proposed:

Approve the adoption of instructional materials outlined for use in the 13 courses listed in Attachment A, and authorize the Chief Procurement Officer to negotiate and execute five-year textbook-purchase agreements in the not-to-exceed amount of \$17 million. The final agreements, including terms and conditions with finalized purchase amounts will be presented to the Board of Education (Board) for ratification, likely in Spring 2025.

Background:

The California State Board of Education (SBE) reviews and adopts instructional materials for kindergarten through grade eight. However, California Education Code (EC) Section 60210 allows school districts to use materials not adopted by the SBE, including for grades nine through twelve, provided they align with State standards and are reviewed by a majority of classroom teachers in the relevant subject area or grade level.

Los Angeles Unified's current Advanced Composition and Expository Composition textbooks were adopted in the fall of 2017, with copyright dates of 2013, 2015, and 2016. These textbooks are also out of print and do not have a digital component to accompany the textbook for virtual learning. The remaining courses do not currently have adopted textbooks.

Library & Textbook Support thoroughly sought submissions from various publishers for courses listed in Attachment A. Evaluation committees utilized the expertise of teachers currently teaching the courses and/or current teacher leads with the Arts Education Branch, Dual Language, and Ethnic Studies. These committees, with a combined teaching experience of over 349 years spanning all four Regions, aimed to identify and recommend textbooks that best meet the specific learning needs of Los Angeles Unified students. To accomplish this, the teachers conducted a thorough evaluation process based on the following: alignment with SBE-adopted content standards, adherence to relevant curriculum framework guidelines, and compliance with the California Standards for Evaluating Instructional Materials for Social Content, 2013 Edition.

In September 2024, Library & Textbook Support presented the evaluation results to the Division of Instruction and the Multilingual Multicultural Education Department (MMED) for final recommendation. The Division of Instruction and MMED leadership carefully reviewed these materials, using the teacher evaluations as a guide. The evaluation criteria included alignment with SBE-adopted content standards, program organization, assessment, universal access, and instructional planning, including teacher support.

Expected Outcomes:

Board adoption of the instructional materials recommended for use in the District will result in students having textbooks aligned with the State standards and/or Advanced Placement requirements.

Board Options and Consequences:

If the Board does not adopt the recommended instructional materials, students will continue to use the currently adopted textbooks or have no adopted textbooks depending on the course.

Policy Implications:

The policy of targeting state funding to implement adoptions is consistent with the content and cycles of the curriculum framework adopted by the State Board of Education.

Budget Impact:

General Fund and Lottery apportionment from the State are the budgeting expenditures for textbooks, 4000 - object code. The aggregate not-to-exceed cost of the proposed textbook adoption for instructional materials to support 13 courses in Arts, Dual Language, Ethnic Studies, and English Language Arts is \$17 million. Of this, \$6.2 million is for District purchased instructional materials and \$10.8 million for materials to be purchased by school sites. Class sets for secondary art will be purchased centrally, and school sites may elect to purchase, utilizing their individual school budget, elementary art, and secondary theatre instructional materials. The breakdown of the projected budget is as follows:

District Purchased	
Course/Subject	Amount in Millions
Secondary Art	\$2.5
ELA	\$2.15
Dual Language Education	\$0.25
World Languages	\$0.15
Ethnic Studies	\$1.15

School Site Purchased	
Course/Subject	Amount in Millions
Secondary Theatre	\$0.5
Elementary Art	\$10.2

Student Impact:

Standards-aligned textbooks lay a solid foundation for future learning by providing students with a thorough understanding of the fundamental concepts and skills required for success. This prepares students for more advanced courses and helps them develop critical thinking and problem-solving abilities. Access to standards-aligned textbooks ensures that all students have the resources they need to succeed.

Component	Score	Score Rationale
Recognition	3	Although textbooks are published for a national level, and are not California specific, the publishers have improved at providing authentic voices in addressing historical inequities. Supplementing textbooks with culturally relevant and responsive materials developed by the District and partners can also increase the recognition of specific historical inequities that need to be reversed.

Component	Score	Score Rationale
Resource Prioritization	1	The proposed textbooks will be issued to every student enrolled in the appropriate course regardless of need. In order to meet Williams Sufficiency requirements, all students regardless of need are entitled to a textbook appropriate for their course. These textbooks comply with Education Code requirements.
Results	3	Providing all students with access to standards-aligned textbooks ensures that they have access to the same high-level educational resources, regardless of their school's location or funding. The recommended books have the content and the resources to close achievement gaps when implemented in concert with culturally responsive pedagogy.
TOTAL	7	

Issues and Analysis:

Not Applicable.

Attachments:

Attachment A - List of Textbooks to be Adopted

Informatives:

Not Applicable.

Submitted:

11/05/24

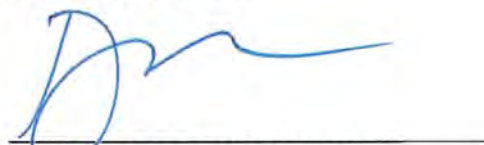
RESPECTFULLY SUBMITTED,

APPROVED & PRESENTED BY:

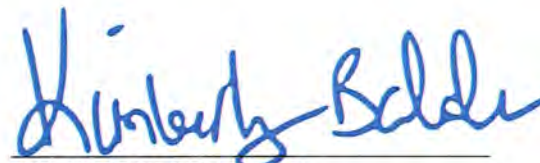

ALBERTO M. CARVALHO
Superintendent
KARLA V. ESTRADA, Ed. D
Deputy Superintendent of Instruction

REVIEWED BY:

APPROVED & PRESENTED BY:


DEVORA NAVERA REED
General Counsel
FRANCES BAEZ, Ph. D
Chief Academic Officer
Division of Instruction☒ Approved as to form.

REVIEWED BY:


NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance
KIMBERLY BALALA
Administrative Coordinator
Library & Textbook Support☒ Approved as to budget impact statement.

Textbooks to Be Adopted

African American Studies (370736)			
Title	ISBN	Copyright Date	Publisher
<i>The African-American Odyssey (High School Edition; 7e)</i>	9780135291511	2020	Pearson

Advanced Placement African American Studies (370739/370740)			
Title	ISBN	Copyright Date	Publisher
<i>Freedom on My Mind for the AP Course, Updated 3e</i>	9781319579825	2025	Bedford, Freeman & Worth Publishers

Advanced Composition (230207) and H Advanced Composition (230208H)			
Title	ISBN	Copyright Date	Publisher
<i>Patterns for College Writing, 16e</i>	9781319411817	2024	Bedford, Freeman & Worth Publishers

Expository Composition (230205)			
Title	ISBN	Copyright Date	Publisher
<i>Everyone's an Author (w/readings), 4e</i>	9781324045274	2023	WW Norton

Spanish Language and Culture Level 1 (256009/10)			
Title	ISBN	Copyright Date	Publisher
<i>Anecdotas Inicial 1</i>	9781735817668	2023	One Way Education

Spanish Language and Culture Level 2			
Title	ISBN	Copyright Date	Publisher
<i>Anecdotas Inicial 2</i>	9788986313993	2023	One Way Education

Spanish Language and Culture Level 3			
Title	ISBN	Copyright Date	Publisher
<i>Anecdotas Inicial 3</i>	9781960623997	2023	One Way Education

Russian 1AB - 3AB (255511-255516)			
Title	ISBN	Copyright Date	Publisher
<i>Troika, 3e</i>	9781669913634	2025	Vista Higher Learning

Introduction to Art SH AB (200105/200106)			
Title	ISBN	Copyright Date	Publisher
<i>The Visual Experience, 4e</i>	9781615289547	2021	Davis Publications, Inc.

Elementary Visual Art			
Title	ISBN	Copyright Date	Publisher
<i>FLEX Curriculum</i>	N/A		The Art of Education University

Theatre Introduction SH AB (380201/380202)			
Title	ISBN	Copyright Date	Publisher
<i>Basic Drama Projects, 9e</i>	9780789188960	2015	Perfection Learning

General Art MS AB (200101/200102)			
Title	ISBN	Copyright Date	Publisher
<i>Experience Art</i>	9781641640787	2023	Davis Publications, Inc.

[Return to Order of Business](#)

TAB 16

Pages 237-240 removed.

Item Withdrawn

[Return to Order of Business](#)

TAB 17



Board of Education Report

File #: Rep-085-24/25, Version: 1

Approval of the Renewal Petition for Global Education Academy [PUBLIC HEARING]

November 19, 2024

Charter Schools Division

Action Proposed:

Approve the renewal petition for Global Education Academy (“Charter School”), located in Board District 1 and Region South, for a term of five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 414 students in grades TK-8 in each year of the charter term. The school is requesting to decrease its current enrollment capacity from 480 students to 414 students due to enrollment and facilities considerations. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:

Global Education Academy is a TK-8 school currently serving 359 students on two private facilities in South Los Angeles at 4141 S. Figueroa St., Los Angeles, CA, 90037 and 2009 W. Martin Luther King Jr. Blvd., Los Angeles, CA, 90062, in Board District 1 and Region South. Global Education Academy was originally approved by the LAUSD Board of Education on May 8, 2007. On February 14, 2017, the charter school was renewed for a five-year term to serve up to 264 students in grades K-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 Global Education Academy expires June 30, 2025.

On August 22, 2024, Global Education Academy submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through November 20, 2024.

An initial Public Hearing was held on September 10, 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 Global Education 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 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. 085, accompanying documents, and transcript of

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

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

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

File #: Rep-085-24/25, Version: 1

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 - Global Education Academy Data Set

Attachment C - Desegregation Impact Statement

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

[≤https://drive.google.com/drive/folders/1uNRtyL7JV92438WL2rRHAFWhpNz0J9xr?usp=drive_link≥](https://drive.google.com/drive/folders/1uNRtyL7JV92438WL2rRHAFWhpNz0J9xr?usp=drive_link)

Informatives:

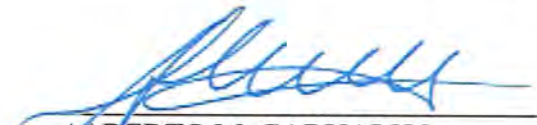
Not applicable

Submitted:

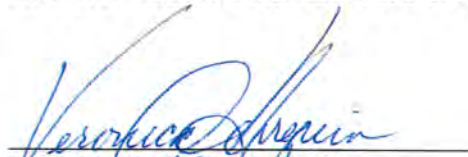
10/22/24

File #: Rep-085-24/25, Version: 1

RESPECTFULLY SUBMITTED,


ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:


VERONICA ARREGUIN
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:


DEVORA NAVERA REED
General Counsel

☒ Approved as to form.

APPROVED & PRESENTED BY:


JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division

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 085-24/25

November 19, 2024

School Name:	Global Education Academy			BOARD IS REQUIRED TO TAKE ACTION BY: November 20, 2024
Type of Charter School:	Start-Up Independent Charter School			
Charter Operator	Global Education Collaborative			
Location Code:	2025			
Type of Site(s):	(1) Private (2) Private			
Site Address(es):	(1) 4141 S. Figueroa St., Los Angeles, CA 90037 (2) 2009 W. Martin Luther King Jr. Blvd., Los Angeles, CA 90062			
Board District(s):	1	Region(s):	South	
Grade Levels Served:	TK-8	Current Enrollment:	359	
Grade Levels Authorized in Current Charter:	TK-8	Approved Enrollment in Current Charter:	480 (See proposed change in "Action Proposed" below)	
CONSIDERATION:	Renewal			
CDE PERFORMANCE CATEGORY: (PER CDE'S 2024 CLASSIFICATION)	High 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 Global Education Academy ("GEA" or "Charter School"), located in Board District 1 and Region South, for a term of five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 414 students in grades TK-8 in each year of the charter term. The school is requesting to decrease its current enrollment capacity from 480 students to 414 students due to enrollment and facilities considerations.

Pursuant to applicable law, charter schools classified as high performing may be renewed for a term of five (5), six (6), or seven (7) years. (Ed. Code, § 47607 (c)(2)(E).) To help determine the recommended term length in these cases, staff considers various factors related to the charter school's operation and performance during the term of the charter, consistent with Education Code section 47607 and as noted in the *LAUSD Policy and Procedures for Charter Schools*. Specific factors related to the charter school's performance and operations during the term of the charter include, but are not limited to, the following:

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

As staff considered GEA’s renewal petition and record, including the ratings of (2) *Developing* on the 2023-2024 Annual Performance-Based Oversight Report in the areas of Student Achievement and Educational Performance, and Organizational Management, Programs, and Operations, staff recommends a term length of five (5) years.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners 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

	Global Education Academy
Initial Authorization:	On May 8, 2007, Global Education Academy was authorized by the LAUSD Board of Education to serve 240 students in grades K-5.
Most Recent Renewal	The charter was renewed on February 14, 2017 for a five-year term (July 1, 2017 - June 30, 2022) to serve up to 264 students in grades K-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 Global Education Academy expires June 30, 2025.
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on December 11, 2018, to add grade levels (grades 6-8), increase enrollment capacity (from 264 to 480), and change lottery date (from April to November).
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	GEA submitted its renewal petition application on August 22, 2024. The 90-day statutory timeline for Board action on the petition runs through November 20, 2024.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	GEA implements the LAUSD's Master Plan for English Learners and Standard English Learners.
Special Education SELPA	GEA participates in LAUSD Special Education Local Plan Area (SELPA) Option 2.

B. Charter School Operator

Global Education Academy is operated by Global Education Collaborative, a California nonprofit public benefit corporation. Global Education Collaborative operated one other LAUSD-authorized charter school in the 2024-2025 school year, which voluntarily closed effective August 13, 2024.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

GEA has been identified by the state as a High performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups. Please see the attached Global Education Academy Data Set.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels were 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.

Global Education Academy Dashboard Indicators

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

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

c. English Language Arts Indicator

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

Global Education Academy - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Medium	5.5	Low	-12.2	Higher
Latino	Met	Medium	4.4	Low	-38.6	Higher
English Learner	Met	Low	-22.7	Low	-61.2	Higher
Socioeconomically Disadvantaged	Met	Medium	8.2	Low	-41.4	Higher

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

Global Education 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	5.1	-0.4	Orange	-13.6	Higher
Latino	Met	Yellow	4.9	0.5	Orange	-40.2	Higher
English Learner	Met	Orange	-22.3	0.3	Orange	-67.7	Higher
Socioeconomically Disadvantaged	Met	Yellow	3.3	-4.9	Orange	-42.6	Higher
Students with Disabilities	Met	No Performance Color	-58.3	-14.0	Red	-96.3	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 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 four numerically significant student groups. The Students with Disabilities student group was numerically significant in 2023.

Global Education 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	-30.7	Low	-51.7	Higher
Latino	Met	Low	-28.7	Low	-83.4	Higher
English Learner	Met	Low	-51.8	Low	-92.0	Higher
Socioeconomically Disadvantaged	Met	Low	-30.8	Low	-84.0	Higher

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

Global Education Academy - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Orange	-31.4	-0.7	Orange	-49.1	Higher
Latino	Met	Orange	-30.5	-1.8	Orange	-80.8	Higher
English Learner	Met	Yellow	-47.9	3.9	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Orange	-30.8	0.0	Yellow	-80.8	Higher
Students with Disabilities	Met	No Performance Color	-100.4	-10.4	Orange	-127.3	Higher

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

e. English Learner Progress Indicator

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

Global Education Academy - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	High	59.2%	Medium	50.3%	Higher

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

Global Education Academy - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Orange	49.6%	-9.6%	Yellow	48.7%	Higher

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

f. College/Career Indicator

Not applicable

g. Chronic Absenteeism Indicator

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

In response to the chronic absenteeism data, the charter school reports holding parent meetings and creating plans to improve attendance.

h. Graduation Indicator [HS only]

Not applicable

i. Suspension Rate Indicator

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

In response to increases in the suspension rate, the charter school reports taking the following actions: Implementation of a schoolwide positive behavior intervention system, use of targeted behavior support, and working with parents to ensure the parents understand behavior expectations and regarding students for positive choices.

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

Global Education Academy’s teachers are represented by United Teachers Los Angeles.

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 GEA 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>Proficient</i>
2023-2024	<i>Developing</i>
Concerns	The rating of <i>Developing</i> in 2023-2024 was a result of the average score of CA School Dashboard indicators, specifically low ratings in Chronic Absenteeism and Suspension rates. While the charter school provided responses addressing the concerns, the CSD continues to monitor Global Education Academy’s performance in this category as part of the annual oversight.

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2022-2023	<i>Proficient</i>
2023-2024	<i>Developing</i>
Concerns	The rating of <i>Developing</i> in 2023-2024 was based on non-compliance with appropriate credentialing and assignment of certificated employees. While the charter school provided responses addressing the concerns, the CSD continues to monitor Global Education Academy’s performance in this category as part of the annual oversight.

d. Fiscal Operations

Oversight Ratings/Concerns	
2022-2023	<i>Proficient</i>
2023-2024	<i>Developing</i>
Concerns	The rating of <i>Developing</i> in 2023-2024 was primarily due to audit findings reported in Global Education Collaborative’s 2022-2023 independent audit report. See further details in the VIII. Fiscal Management and Performance section below.

VI. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Global Education 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	\$4,456,809	\$4,821,053	\$5,750,700	\$5,977,164	\$6,018,240
Net Income/Loss	\$192,305	\$210,506	\$929,647	\$226,464	\$41,706
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$153,738 ¹	\$0	\$0	\$0
Norm Enrollment ²	242	277	327	367	379

¹Per Global Education Collaborative, the prior-year adjustment for the 2020-2021 school year was primarily due to a correction of the over-allocated space reimbursement fees owed to the District by Global Education Academy 2, another charter school operated by Global Education Collaborative, which were subsequently paid in full. These fees were incorrectly recorded as a liability owed by Global Education Academy.

²Global Education Academy proposes to decrease its enrollment capacity to 414 for its renewal charter term. See Section **I. ACTION PROPOSED** above. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

b. 2022-2023 Independent Audit Report

Audit Opinion: Unmodified/Unqualified

Material Weaknesses: Yes

Deficiencies/Findings: None Reported

Lack of a Going Concern: None Reported

Global Education Collaborative's 2022-2023 annual independent audit report identified noncompliance with state program rules and regulations for the After/Before School Education and Safety Program (ASES), specifically citing two material weaknesses: (1) a lack of processes or procedures to prioritize enrollment for students who were identified as homeless youth or in foster care at the time of application; and (2) inadequate processes or procedures to ensure proper monitoring and verification of the attendance reporting. Global Education Collaborative stated that they would take steps to prevent future ASES reporting issues, including providing additional training for ASES site coordinators and instructors, as well as cross-checking monthly attendance reports with sign-in sheets to ensure accuracy in attendance reporting. The CSD will continue to monitor the organization's implementation of its corrective action plans as part of its ongoing oversight process.

c. Other Significant Fiscal Information

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

Global Education Collaborative					
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)
2*	2*	\$7,662,771	\$608,517	\$864,119	\$199,831

*On July 18, 2024, the Global Education Collaborative Board of Directors approved the voluntarily surrender of Global Education Academy 2's charter, effective August 13, 2024, due to lack of long-term fiscal sustainability and under-enrollment.

Global Education 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
S	1	2025	Global Education Academy	All Students	187	5.5	Medium	-12.2	Low	Higher	235	Yellow	5.1	-0.4	Maintained	Orange	-13.6	-1.4	Maintained	Higher
				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	--	*	No Color	--	--	No Change Level	Orange	-59.6	-2	Maintained	--
				English Learner	105	-22.7	Low	-61.2	Low	Higher	123	Orange	-22.3	0.3	Maintained	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	--	*	No Color	--	--	No Change Level	Red	-89.2	-2.5	Maintained	--
				Homeless Youth	0	--	--	-62.9	Low	--	0	--	--	--	Orange	-67.9	-5	Declined	--	
				Latino	179	4.4	Medium	-38.6	Low	Higher	227	Yellow	4.9	0.5	Maintained	Orange	-40.2	-1.7	Maintained	Higher
				Native Hawaiian or Pacific Islander	0	--	--	-29.1	Low	--	0	--	--	--	Orange	-32.5	-3.4	Declined	--	
				Socioeconomically Disadvantaged	156	8.2	Medium	-41.4	Low	Higher	190	Yellow	3.3	-4.9	Declined	Orange	-42.6	-1.2	Maintained	Higher
				Students with Disabilities	24	-44.3	No Performance Level	-97.3	Very Low	--	30	No Color	-58.3	-14	Declined	Red	-96.3	1.8	Maintained	Higher
				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%	--	--	86%	100%	--	100%	--	100%	--	99%	100%	--	--
Participation Rate Met 2022 *	Yes	--	--	No	Yes	--	Yes	--	Yes	--	Yes	Yes	--	--
Percent of students tested in 2023	100%	100%	--	100%	99%	--	100%	--	100%	--	99%	97%	--	--
Participation Rate Met 2023	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

Global Education 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
S	1	2025	Global Education Academy	All Students	187	-30.7	Low	-51.7	Low	Higher	235	Orange	-31.4	-0.7	Maintained	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	--	*	No Color	--	--	No Change Level	Red	-104.5	2.6	Maintained	--
				English Learner	105	-51.8	Low	-92.0	Low	Higher	123	Yellow	-47.9	3.9	Increased	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	--	*	No Color	--	--	No Change Level	Red	-127.4	1.4	Maintained	--
				Homeless Youth	0	--	--	-101.8	Very Low	--	0	--	--	--	--	Red	-101.3	0.5	Maintained	--
				Latino	179	-28.7	Low	-83.4	Low	Higher	227	Orange	-30.5	-1.8	Maintained	Orange	-80.8	2.6	Maintained	Higher
				Native Hawaiian or Pacific Islander	0	--	--	-71.3	Low	--	0	--	--	--	--	Orange	-71.3	0.0	Maintained	--
				Socioeconomically Disadvantaged	156	-30.8	Low	-84.0	Low	Higher	190	Orange	-30.8	0.0	Maintained	Yellow	-80.8	3.2	Increased	Higher
				Students with Disabilities	24	-90.0	No Performance Level	-130.8	Very Low	--	30	No Color	-100.4	-10.4	Declined	Orange	-127.3	5.5	Increased	Higher
				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%	--	--	86%	100%	--	70%	--	100%	--	99%	100%	--	--
Participation Rate Met 2022 *	Yes	--	--	No	Yes	--	No	--	Yes	--	Yes	Yes	--	--
Percent of students tested in 2023	100%	100%	--	100%	99%	--	100%	--	100%	--	99%	97%	--	--
Participation Rate Met 2023	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

Global Education 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
S	1	2025	Global Education Academy	English Learner	130	59.2%	High	50.3%	Medium	Higher	141	Orange	49.6%	-9.6%	Declined	Yellow	48.7%	-1.6%	Maintained	Higher

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	163	162	99.4%	Yes
2023	164	164	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		
Global Education Academy		State
ELs Who Progressed at Least One ELPI Level	55.4%	47.5%
ELs Who Maintained ELPI Level 4	3.8%	2.8%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	23.8%	31.4%
ELs Who Decreased at Least One ELPI Level	16.9%	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		
Global Education Academy		State
ELs Who Progressed at Least One ELPI Level	46.1%	46.4%
ELs Who Maintained ELPI Level 4	3.5%	2.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	24.8%	32.7%
ELs Who Decreased at Least One ELPI Level	25.5%	18.6%

Global Education 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/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/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
S	1	2025	Global Education Academy	All Students	334	25.1%	Very High	30.0%	Very High	Lower	371	Red	28.8%	3.7%	Increased Significantly	Yellow	24.3%	-5.7	Declined Significantly	Higher
				American Indian or Alaska Native	0	--	--	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	11	45.5%	No Performance Level	42.9%	Very High	--	11	No Color	90.9%	45.5%	Increased	Yellow	36.4%	-6.5	Declined Significantly	--
				English Learner	169	27.2%	Very High	33.6%	Very High	Lower	177	Red	27.7%	0.5%	Increased	Yellow	26.3%	-7.3	Declined Significantly	Higher
				Filipino	0	--	--	16.2%	High	--	0	--	--	--	--	Yellow	13.8%	-2.4	Declined	--
				Foster Youth	*	--	No Performance Level	42.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	33.6%	-8.5	Declined Significantly	--
				Homeless Youth	0	--	--	45.1%	Very High	--	0	--	--	--	--	Yellow	38.7%	-6.4	Declined Significantly	--
				Latino	317	24.6%	Very High	35.8%	Very High	Lower	358	Red	26.5%	1.9%	Increased	Yellow	28.4%	-7.4	Declined Significantly	Lower
				Native Hawaiian or Pacific Islander	0	--	--	43.9%	Very High	--	0	--	--	--	--	Yellow	37.6%	-6.3	Declined Significantly	--
				Socioeconomically Disadvantaged	288	26.0%	Very High	37.4%	Very High	Lower	304	Red	29.9%	3.9%	Increased Significantly	Yellow	29.9%	-7.5	Declined Significantly	Same
				Students with Disabilities	40	20.0%	High	39.6%	Very High	Lower	48	Red	29.2%	9.2%	Increased	Yellow	33.1%	-6.5	Declined Significantly	Lower
				Two or More Races	*	--	No Performance Level	25.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	21.6%	-3.5	Declined Significantly	--
				White	0	--	--	21.9%	Very High	--	0	--	--	--	--	Yellow	18.5%	-3.5	Declined Significantly	--

Data Sources: California School Dashboard Research data files 2023

Global Education 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
S	1	2025	Global Education Academy	All Students	338	0.3%	Very Low	3.1%	Medium	Lower	378	Red	3.2%	2.9%	Increased Significantly	Orange	3.5%	0.4%	Increased	Lower
				American Indian or Alaska Native	0	--	--	6.4%	High	--	*	No Color	--	--	No Change Level	Orange	7.4%	1.0%	Increased	--
				Asian	0	--	--	0.9%	Very Low	--	0	--	--	--	--	Green	1.1%	0.2%	Maintained	--
				Black or African American	11	0.0%	No Performance Level	7.9%	High	--	12	No Color	8.3%	8.3%	Increased	Red	8.8%	0.9%	Increased	--
				English Learner	170	0.6%	Low	3.2%	Medium	Lower	178	Orange	2.2%	1.7%	Increased	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	0	--	--	5.5%	High	--	0	--	--	--	--	Orange	6.5%	1.0%	Increased	--
				Latino	321	0.3%	Very Low	3.3%	Medium	Lower	364	Orange	3.0%	2.7%	Increased Significantly	Orange	3.8%	0.5%	Increased	Lower
				Native Hawaiian or Pacific Islander	0	--	--	4.5%	Medium	--	0	--	--	--	--	Orange	4.9%	0.4%	Increased	--
				Socioeconomically Disadvantaged	292	0.3%	Very Low	4.0%	Medium	Lower	310	Red	3.5%	3.2%	Increased Significantly	Orange	4.5%	0.5%	Increased	Lower
				Students with Disabilities	41	0.0%	Very Low	5.4%	High	Lower	48	Orange	2.1%	2.1%	Increased	Orange	5.9%	0.5%	Increased	Lower
				Two or More Races	*	--	No Performance Level	2.9%	Medium	--	*	No Color	--	--	No Change Level	Orange	3.3%	0.4%	Increased	--
				White	0	--	--	2.6%	Medium	--	0	--	--	--	--	Yellow	2.9%	0.2%	Maintained	--

Data Sources: California School Dashboard Research data files 2023

Global Education 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
S	1	2025	Global Education Academy	373	92.2%	0.0%	0.3%	0.0%	4.0%	44.2%	0.0%	1.1%	0.0%	94.6%	0.0%	0.0%	0.0%	94.4%	12.6%	0.5%	0.5%
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
S	1	2025	Global Education Academy	364	67.6%	0.0%	0.3%	0.0%	3.0%	48.1%	0.0%	0.5%	0.0%	95.1%	0.0%	0.0%	1.4%	80.2%	13.2%	0.3%	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>

Global Education 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
S	1	2025	Global Education 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>

Global Education 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/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/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
S	1	2025	Global Education Academy	LTEL 6+ Years	6	2.3%	226,535	11.1%	18	6.9%	211,218	18.1%
				At-Risk 4-5 Years	33	12.5%	144,190	7.1%	27	10.3%	136,190	9.6%
				EL 0-3 Years	95	36.1%	505,487	24.8%	91	34.7%	519,652	26.0%
				EL 4+ Years Not At-Risk or LTEL	41	15.6%	236,323	11.6%	29	11.1%	207,773	10.4%
				EL total	175	66.5%	1,112,535	54.5%	165	63.0%	1,074,833	53.8%
				RFEP	88	33.5%	927,723	45.5%	97	37.0%	924,460	46.2%
				Total (Ever)	263	100.0%	2,040,258	100.0%	262	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>

Global Education 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/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 %
S	1	2025	Global Education Academy	373	47	12.6%
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 %
S	1	2025	Global Education Academy	364	48	13.2%
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
S	1	2025	Global Education Academy	91.3%	8.7%	4	0	0	0	0	0	0	0	8	0	13	21	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
S	1	2025	Global Education Academy	89.6%	10.4%	4	0	0	1	0	0	0	0	6	0	17	20	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



LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report
 DESEGREGATION IMPACT STATEMENT (DIS)
 GLOBAL EDUCATION ACADEMY
 BOARD OF EDUCATION REPORT 085 – 24/25
 November 19, 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 414 students in grades TK-8 in each year of the charter term.

II. Summary Description of Current District Practice:

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

III. Proposed Change:

The approval of this charter petition would renew the charter of Global Education 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:

CHRISTINE KAE
 Specialist
 Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
 Executive Director
 Student Integration Services

[Return to Order of Business](#)

TAB 18



Board of Education Report

File #: Rep-086-24/25, Version: 1

Approval of the Renewal Petition for Ednovate - USC Hybrid High College Prep [PUBLIC HEARING]
November 19, 2024
Charter Schools Division

Action Proposed:

Approve the renewal petition for Ednovate - USC Hybrid High College Prep (“Charter School”), located in Board District 1 and Region South, for five (5) years, beginning July 1, 2025 until June 30, 2030, to serve up to 500 students in grades 9-12 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:

Ednovate - USC Hybrid High College Prep is a 9-12 school currently serving 521 students on a private facility in South Los Angeles at 3939 S. Vermont Avenue, Los Angeles, CA, 90037 in Board District 1 and Region South. Ednovate - USC Hybrid High College Prep was originally approved by the LAUSD Board of Education on December 6, 2011. On December 13, 2016, the charter school was renewed for a five-year term to serve 500 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Ednovate - USC Hybrid High College Prep expires June 30, 2025.

On August 21, 2024, Ednovate - USC Hybrid High College Prep submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through November 19, 2024.

An initial Public Hearing was held on September 10, 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 Ednovate - USC Hybrid High College Prep 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. 086, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of 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.

File #: Rep-086-24/25, Version: 1

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 - Ednovate - USC Hybrid High College Prep Data Set

Attachment C - Verified Data Reports

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/1zVxYsxaBD6Q2LqQ2_btR6Mcz6uxtT_-y?usp=drive_link≥](https://drive.google.com/drive/folders/1zVxYsxaBD6Q2LqQ2_btR6Mcz6uxtT_-y?usp=drive_link)

Informatives:

Not applicable

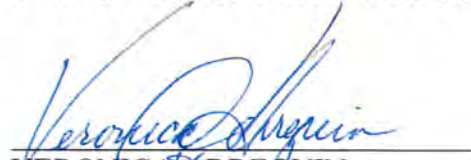
Submitted:

10/22/24

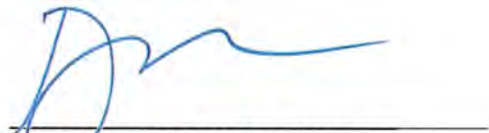
RESPECTFULLY SUBMITTED,


ALBERTO M. CARVALHO
Superintendent

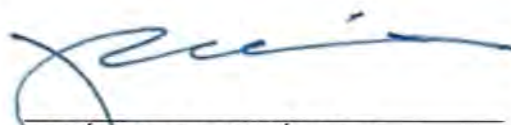
APPROVED & PRESENTED BY:


VERONICA ARREGUIN
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:


DEVORA NAVERA REED
General Counsel☒ Approved as to form.

APPROVED & PRESENTED BY:


JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division

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 086-24/25
November 19, 2024

School Name:	Ednovate – USC Hybrid High College Prep			BOARD IS REQUIRED TO TAKE ACTION BY: November 19, 2024
Type of Charter School:	Start-Up Independent Charter School			
Charter Operator	Ednovate, Inc.			
Location Code:	7672			
Type of Site(s):	Private			
Site Address(es):	3939 S. Vermont Avenue, Los Angeles, CA 90037			
Board District(s):	1	Region(s):	South	
Grade Levels Served:	9-12	Current Enrollment:	521	
Grade Levels Authorized in Current Charter:	9-12	Approved Enrollment in Current Charter:	500	
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 Ednovate - USC Hybrid High College Prep ("Charter School"), located in Board District 1 and Region South, for a term of five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 500 students in grades 9-12 in each year of the charter term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners 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

	Ednovate - USC Hybrid High College Prep
Initial Authorization:	On December 6, 2011, Ednovate - USC Hybrid High College Prep was authorized by the LAUSD Board of Education to serve 650 students in grades 9-12.
Most Recent Renewal	The charter was renewed on December 13, 2016 for a five-year term (July 1, 2017 - June 30, 2022) to serve up to 500 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30,

	Ednovate - USC Hybrid High College Prep
	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 Ednovate - USC Hybrid High College Prep expires June 30, 2025.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	On December 13, 2016, as part of the school's most recent renewal, the LAUSD Board of Education issued the following organizational management benchmarks to Ednovate – USC Hybrid High College Prep: 1. USC Hybrid High College Prep and designated Ednovate staff will provide evidence of completion of training in the following areas offered by the Division of Special Education; a) Tier 3 Intervention Program, b) Alternatives to Suspension, c) PBIS Tier 1 Training, d) Service Tracking Training on or before Spring 2017. 2. USC Hybrid High College Prep shall adopt and effectively implement a school suspension plan, aligned with the District's Discipline Foundation Policy; and the School Discipline Policy and School Climate Bill of Rights, which results in a suspension rate of 5% or less. Please see the "Additional Information" section below.
Submission of Renewal Petition Application:	Ednovate – USC Hybrid High College Prep submitted its renewal petition application on August 21, 2024. The 90-day statutory timeline for Board action on the petition runs through November 19, 2024.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Ednovate – USC Hybrid High College Prep implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Ednovate – USC Hybrid High College Prep participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Ednovate - USC Hybrid High College Prep is operated by Ednovate, Inc., a California nonprofit public benefit corporation that also operates five other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Ednovate – USC Hybrid High College Prep 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 has attained measurable increases in academic achievement schoolwide and for numerically significant student groups. Please see the attached Ednovate - USC Hybrid High College Prep Data Set.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels were 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.

Ednovate - USC Hybrid High College Prep 7672 Dashboard Indicators

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

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

c. English Language Arts Indicator

In 2022 in English Language Arts (ELA), the charter school’s Distance from Standard (DFS) was higher than the state for All Students and higher than the state for 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.

Ednovate - USC Hybrid High College Prep - 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	24.0	Low	-12.2	Higher
Latino	Met	High	30.7	Low	-38.6	Higher
Socioeconomically Disadvantaged	Met	Medium	27.1	Low	-41.4	Higher

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

Ednovate - USC Hybrid High College Prep - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Blue	39.2	15.2	Orange	-13.6	Higher
Latino	Met	Green	44.7	14.0	Orange	-40.2	Higher
Socioeconomically Disadvantaged	Met	Green	36.5	9.4	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 higher 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 higher than the state for both numerically significant student groups.

Ednovate - USC Hybrid High College Prep - 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	-64.8	Low	-51.7	Lower
Latino	Met	Low	-64.7	Low	-83.4	Higher
Socioeconomically Disadvantaged	Met	Low	-62.7	Low	-84.0	Higher

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

Ednovate - USC Hybrid High College Prep - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Orange	-70.5	-5.7	Orange	-49.1	Lower
Latino	Met	Orange	-67.6	-3.0	Orange	-80.8	Higher
Socioeconomically Disadvantaged	Met	Orange	-68.6	-6.0	Yellow	-80.8	Higher

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

e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's Status Level of 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.

Ednovate - USC Hybrid High College Prep - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Low	39.6%	Medium	50.3%	Lower

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

Ednovate - USC Hybrid High College Prep - 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	45.2%	5.7%	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 High 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.

Ednovate - USC Hybrid High College Prep - College/Career Indicator - 2022-2023

Student Group	Charter Level	Charter Prepared	State Level	State Prepared	Charter to State Comparison
All Students	High	66.9%	Medium	43.9%	Higher
Latino	Very High	71.7%	Medium	35.5%	Higher
Socioeconomically Disadvantaged	High	66.4%	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. Ednovate – USC Hybrid High College Prep's students must meet A-G requirements with a grade of "C-" or better.

i. Suspension Rate Indicator

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

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

As noted above, Charter School was issued two benchmarks as part of its last renewal. Benchmark #1 was met. Ednovate USC Hybrid High College Prep provided evidence that Ednovate staff completed Alternatives to Suspension Training, IEP Writing for Secondary, and Connecting the Dots: IEP with BSP training prior to Spring 2017.

Benchmark #2 was partially met. Ednovate - USC Hybrid High College Prep provided evidence of a tiered disciplinary program that emphasizes Restorative Practices which is aligned with the District's Discipline Foundation Policy and the school's suspension rate. Ednovate – USC Hybrid High College Prep's suspension rate was below 5% in each year of the charter term, except for 2018-2019 (10.6%).

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 Ednovate – USC Hybrid High College Prep's outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2022-2023	<i>Proficient</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>Proficient</i>
2023-2024	<i>Accomplished</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.

ELA

Charter School provided data for Reading from “Star Assessment by Renaissance, Grades K-12” (Star) *Star Growth Report* for 2023-2024 for Grade 9, Grade 10, Grade 11, and Grade 12 and for the following student groups¹: Latino, English Learner, and Black or African American students. Star is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

Per Education Code section 47607.2(c)(2), the State Board of Education established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Star reports provide a summary of students tested out of students enrolled by grade level. The *Star Growth Report* provided by Charter School in Reading (ELA) reported 144 of 144 (100%) students were assessed in Grade 9, 125 of 125 (100%) students were assessed in Grade 10, 121 of

¹ Student group names that appear on the report may be different than names on the CA Dashboard and/or data set (e.g., “English Learner” is labeled as “Limited English Proficiency” on the Star Renaissance Growth reports).

121 (100%) students were assessed in Grade 11, and 130 of 130 (100%) students were assessed in Grade 12. Thus, based on the information provided by Charter School, the 2023-2024 assessment data met the 95% of eligible students for grades 9, 10, 11, and 12.

Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, “If the SBE wishes to define “a year’s growth” in normative terms (comparing a student’s growth to academic peers) then SGP would offer the most precise option. The most common range is 35 to 65. Students whose fall to spring SGPs are between 35 to 65 have demonstrated a year’s growth in a year’s time.” For Reading, the *Star Growth Report* provided indicates Charter School set the Student Growth Percentile (SGP) with the expectation at 50 to demonstrate one year’s growth with at least 50% of its students achieving the target. Therefore, based on Star’s SGP range, Charter School met one year’s progress for Grade 9, Grade 10, Grade 11, and Grade 12 in Reading in 2023-2024. This assessment only reports by grade levels.

As seen in the table below, Charter School provided the most recent data for three student groups by grade level. The Latino student group demonstrated one year’s progress in Grade 9, Grade 10, Grade 11, and Grade 12 based on Star’s SGP range set at 50 in 2023-2024. The Black or African American student group did not demonstrate a year’s progress in Grade 12.

Star Reading 2023-2024				
Student Groups	Summary Tested Student/ Total Students	Participation Rate	Reading: Percent of Students that Met SGP Expectation = 50	One Year’s Progress
Grade 9 – Latino	129/129	100%	54.26%	Met
Grade 10 – Latino	115/115	100%	63.47%	Met
Grade 11 – Latino	110/110	100%	72.72%	Met
Grade 12 - Latino	109/109	100%	52.29%	Met
Grade 9 – English Learner	*	*	*	*
Grade 10 – English Learner	*	*	*	*
Grade 11 – English Learner	*	*	*	*
Grade 12 – English Learner	*	*	*	*
Grade 9 – Black or African American	*	*	*	*
Grade 10-Black or African American	*	*	*	*
Grade 11-Black or African American	*	*	*	*
Grade 12-Black or African American	17/17	100%	47.05%	Not Met

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

In addition, Ednovate – USC Hybrid High College Prep submitted Star Renaissance Growth Reports for Reading for two prior years. However, these reports did not meet one or more verified data criteria to be considered.

MATH

Charter School provided data for Math from “Star Assessment by Renaissance, Grades K-12” (Star) *Star Growth Report* for 2023-2024 for Grade 9, Grade 10, Grade 11, and Grade 12 and for the following student groups²: Latino, English Learner, and Black or African American students. Star is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

Per Education Code section 47607.2(c)(2), the State Board of Education established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Star reports provide a summary of students tested out of students enrolled by grade level. The *Star Growth Report* provided by Charter School in Math reported 144 of 144 (100%) students were assessed in Grade 9, 125 of 125 (100%) students were assessed in Grade 10, 121 of 121 (100%) students were assessed in Grade 11, and 130 of 130 (100%) students were assessed in Grade 12. Thus, based on the information provided by Charter School, the 2023-2024 assessment data met the 95% of eligible students for grades 9, 10, 11, and 12.

Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, “If the SBE wishes to define “a year’s growth” in normative terms (comparing a student’s growth to academic peers) then SGP would offer the most precise option. The most common range is 35 to 65. Students whose fall to spring SGPs are between 35 to 65 have demonstrated a year’s growth in a year’s time.” For Math, the *Star Growth Report* provided indicates Charter School set the Student Growth Percentile (SGP) with the expectation at 50 to demonstrate one year’s growth with at least 50% of its students achieving the target. Therefore, based on Star’s SGP range, Charter School met a year’s progress for Grade 11 and Grade 12 in Math in 2023-2024. Charter School did not meet a year’s progress for Grade 9 and Grade 10.

As seen in the table below, Charter School provided the most recent data for three student groups by grade level. The Latino student group demonstrated one year’s progress in Grade 11 and Grade 12 based on Star’s SGP range set at 50 in 2023-2024. The Latino student group in Grade 9 and Grade 10 and the Black or African American student group in Grade 12 did not demonstrate a year’s progress.

Star Math 2023-2024				
Student Groups	Summary Tested Student/ Total Students	Participation Rate	Math: Percent of Students that Met SGP Expectation = 50	One Year’s Progress
Grade 9 – Latino	129/129	100%	34.88%	Not Met
Grade 10 – Latino	115/115	100%	46.95%	Not Met
Grade 11 – Latino	110/110	100%	65.45%	Met
Grade 12 - Latino	109/109	100%	51.37%	Met
Grade 9 – English Learner	*	*	*	*
Grade 10 – English Learner	*	*	*	*

² Student group names that appear on the report may be different than names on the CA Dashboard and/or data set (e.g., “English Learner” is labeled as “Limited English Proficiency” on the Star Renaissance Growth reports).

Star Math 2023-2024				
Student Groups	Summary Tested Student/ Total Students	Participation Rate	Math: Percent of Students that Met SGP Expectation = 50	One Year's Progress
Grade 11 – English Learner	*	*	*	*
Grade 12 - English Learner	*	*	*	*
Grade 9 – Black or African American	*	*	*	*
Grade 10-Black or African American	*	*	*	*
Grade 11-Black or African American	*	*	*	*
Grade 12-Black or African American	17/17	100%	41.17%	Not Met

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

In addition, Ednovate – USC Hybrid High College Prep submitted Star Renaissance Growth Reports for Reading for two prior years. However, these reports did not meet one or more verified data criteria to be considered.

Based on the review and consideration of verified data, Ednovate – USC Hybrid High College Prep included one year of data including grade levels 9, 10, 11, and 12 and student group reports for Latino, English Learner, and Black or African American students in both ELA and Math. In 2023-2024, Ednovate – USC Hybrid High College Prep met the 95 percent participation rate for grades 9, 10, 11, and 12. Ednovate – USC Hybrid High College Prep did not submit a report for the Socioeconomically Disadvantaged student group.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Ednovate – USC Hybrid High College Prep'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	\$4,294,315	\$6,097,761	\$7,058,955	\$8,057,275	\$9,863,507
Net Income/Loss	\$486,511	\$1,803,446	\$961,194	\$998,320	\$1,806,232
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0

	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Unaudited Actuals)
Norm Enrollment*	508	551	546	523	533

*The Norm Enrollment reported by Ednovate – USC Hybrid High College Prep for Fiscal Year 2024-2025 is 521. 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.

Ednovate, 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)
7	6	\$25,965,459	\$3,353,473	\$8,067,795	\$109,884

Ednovate - USC Hybrid High College Prep

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
S	1	7672	Ednovate - USC Hybrid High College Prep	All Students	127	24.0	Medium	-12.2	Low	Higher	130	Blue	39.2	15.2	Increased Significantly	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	--	*	No Color	--	--	No Change Level	Blue	61.8	-1.2	Maintained	--
				Black or African American	18	-39.8	No Performance Level	-57.7	Low	--	16	No Color	-3.9	39	Increased Significantly	Orange	-59.6	-2	Maintained	--
				English Learner	19	-55.5	No Performance Level	-61.2	Low	--	21	No Color	-62.8	-4.3	Declined	Orange	-67.7	-6.5	Declined	--
				Filipino	*	-	No Performance Level	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	--	0	--	--	--	--	Orange	-67.9	-5	Declined	--
				Latino	107	30.7	High	-38.6	Low	Higher	113	Green	44.7	14	Increased	Orange	-40.2	-1.7	Maintained	Higher
				Native Hawaiian or Pacific Islander	0	--	--	-29.1	Low	--	0	--	--	--	--	Orange	-32.5	-3.4	Declined	--
				Socioeconomically Disadvantaged	100	27.1	Medium	-41.4	Low	Higher	115	Green	36.5	9.4	Increased	Orange	-42.6	-1.2	Maintained	Higher
				Students with Disabilities	20	-100.6	No Performance Level	-97.3	Very Low	--	16	No Color	-56.0	53	Increased Significantly	Red	-96.3	1.8	Maintained	--
				Two or More Races	0	--	--	25.1	High	--	0	--	--	--	--	Green	24.3	-0.8	Maintained	--
				White	*	-	No Performance Level	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 *	96%	--	--	94%	90%	100%	100%	--	96%	--	96%	81%	--	100%
Participation Rate Met 2022 *	Yes	--	--	No	No	Yes	Yes	--	Yes	--	Yes	No	--	Yes
Percent of students tested in 2023	99%	--	100%	100%	100%	--	--	--	99%	--	99%	100%	--	--
Participation Rate Met 2023	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

Ednovate - USC Hybrid High College Prep

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
S	1	7672	Ednovate - USC Hybrid High College Prep	All Students	129	-64.8	Low	-51.7	Low	Lower	131	Orange	-70.5	-5.7	Declined	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	--	*	No Color	--	--	No Change Level	Blue	50.8	2.3	Maintained	--
				Black or African American	18	-77.6	No Performance Level	-106.9	Very Low	--	16	No Color	-99.5	-16.3	Declined Significantly	Red	-104.5	2.6	Maintained	--
				English Learner	20	-138.8	No Performance Level	-92.0	Low	--	21	No Color	-163.3	-24.6	Declined Significantly	Orange	-93.4	-1.4	Maintained	--
				Filipino	*	-	No Performance Level	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	--	0	--	--	--	--	Red	-101.3	0.5	Maintained	--
				Latino	109	-64.7	Low	-83.4	Low	Higher	114	Orange	-67.6	-3.0	Declined	Orange	-80.8	2.6	Maintained	Higher
				Native Hawaiian or Pacific Islander	0	--	--	-71.3	Low	--	0	--	--	--	--	Orange	-71.3	0.0	Maintained	--
				Socioeconomically Disadvantaged	103	-62.7	Low	-84.0	Low	Higher	116	Orange	-68.6	-6.0	Declined	Yellow	-80.8	3.2	Increased	Higher
				Students with Disabilities	20	-148.7	No Performance Level	-130.8	Very Low	--	16	No Color	-163.2	-9.4	Declined	Orange	-127.3	5.5	Increased	--
				Two or More Races	0	--	--	-9.9	Medium	--	0	--	--	--	--	Yellow	-7.4	2.5	Maintained	--
				White	*	-	No Performance Level	-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 **	98%	--	--	94%	100%	100%	100%	--	98%	--	99%	90%	--	100%
Participation Rate Met 2022 *	Yes	--	--	No	Yes	Yes	Yes	--	Yes	--	Yes	No	--	Yes
Percent of students tested in 2023	100%	--	100%	100%	100%	--	--	--	100%	--	100%	100%	--	--
Participation Rate Met 2023	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

Ednovate - USC Hybrid High College Prep

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
S	1	7672	Ednovate - USC Hybrid High College Prep	English Learner	48	39.6%	Low	50.3%	Medium	Lower	42	Green	45.2%	5.7%	Increased	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	50	49	98.0%	Yes
2023	44	44	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		
Ednovate - USC Hybrid High College Prep		State
ELs Who Progressed at Least One ELPI Level	35.4%	47.5%
ELs Who Maintained ELPI Level 4	4.2%	2.8%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	39.6%	31.4%
ELs Who Decreased at Least One ELPI Level	20.8%	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		
Ednovate - USC Hybrid High College Prep		State
ELs Who Progressed at Least One ELPI Level	45.2%	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	16.7%	18.6%

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Academic Performance - College / Career

Graduates who meet specific College/Career Indicator (CCI) "prepared" criteria are included 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
S	1	7672	Ednovate - USC Hybrid High College Prep	All Students	133	66.9%	High	43.9%	Medium	Higher
				American Indian or Alaska Native	0	--	--	26.5%	Low	--
				Asian	0	--	--	75.8%	Very High	--
				Black or African American	17	35.3%	Medium	25.1%	Low	--
				English Learner	15	33.3%	Low	15.3%	Low	--
				Filipino	*	--	No Status Level	65.2%	High	--
				Foster Youth	*	--	No Status Level	11.6%	Low	--
				Homeless Youth	*	--	No Status Level	20.4%	Low	--
				Latino	113	71.7%	Very High	35.5%	Medium	Higher
				Native Hawaiian or Pacific Islander	0	--	--	33.1%	Low	--
				Socioeconomically Disadvantaged	125	66.4%	High	35.4%	Medium	Higher
				Students with Disabilities	20	20.0%	Low	12.3%	Low	--
				Two or More Races	0	--	--	52.9%	Medium	--
				White	*	--	No Status Level	53.2%	Medium	--

Data Sources: California School Dashboard Research data files 2023.

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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
S	1	7672	Ednovate - USC Hybrid High College Prep	All Students	555	0.9%	Low	3.1%	Medium	Lower	530	Yellow	1.5%	0.6%	Increased	Orange	3.5%	0.4%	Increased	Lower
				American Indian or Alaska Native	0	--	--	6.4%	High	--	*	No Color	--	--	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	64	1.6%	Medium	7.9%	High	Lower	58	Yellow	1.7%	0.2%	Maintained	Red	8.8%	0.9%	Increased	Lower
				English Learner	52	0.0%	Very Low	3.2%	Medium	Lower	46	Orange	2.2%	2.2%	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	478	0.8%	Low	3.3%	Medium	Lower	464	Yellow	1.5%	0.7%	Increased	Orange	3.8%	0.5%	Increased	Lower
				Native Hawaiian or Pacific Islander	0	--	--	4.5%	Medium	--	0	--	--	--	--	Orange	4.9%	0.4%	Increased	--
				Socioeconomically Disadvantaged	461	1.1%	Low	4.0%	Medium	Lower	477	Green	1.3%	0.2%	Maintained	Orange	4.5%	0.5%	Increased	Lower
				Students with Disabilities	70	1.4%	Low	5.4%	High	Lower	76	Green	1.3%	-0.1%	Maintained	Orange	5.9%	0.5%	Increased	Lower
				Two or More Races	*	--	No Performance Level	2.9%	Medium	--	0	--	--	--	--	Orange	3.3%	0.4%	Increased	--
				White	*	--	No Performance Level	2.6%	Medium	--	*	No Color	--	--	No Change Level	Yellow	2.9%	0.2%	Maintained	--

Data Sources: California School Dashboard Research data files 2023

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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
S	1	7672	Ednovate - USC Hybrid High College Prep	All Students	136	96.3%	Very High	87.4%	Medium	Higher	136	Blue	96.3%	0.0%	Maintained	Orange	86.4%	1.0%	Declined	Higher
				American Indian or Alaska Native	0	--	--	79.6%	Low	--	0	--	--	--	--	Orange	79.6%	-0.1%	Maintained	--
				Asian	*	--	No Performance Level	95.2%	Very High	--	0	--	--	--	--	Green	94.5%	-0.7%	Maintained	--
				Black or African American	17	88.2%	No Performance Level	79.5%	Low	--	18	No Color	94.4%	6.2%	Increased Significantly	Orange	78.5%	1.0%	Declined	--
				English Learner	12	100.0%	No Performance Level	73.3%	Low	--	15	No Color	93.3%	-6.7%	Declined Significantly	Orange	73.5%	0.2%	Maintained	--
				Filipino	*	--	No Performance Level	95.5%	Very High	--	*	No Color	--	--	No Change Level	Green	94.7%	-0.8%	Maintained	--
				Foster Youth	0	--	--	64.1%	Very Low	--	*	No Color	--	--	No Change Level	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	114	97.4%	Very High	85.3%	Medium	Higher	115	Blue	96.5%	-0.8%	Maintained	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	132	96.2%	Very High	85.1%	Medium	Higher	128	Blue	96.1%	-0.1%	Maintained	Orange	83.7%	1.4%	Declined	Higher
				Students with Disabilities	22	86.4%	Medium	75.2%	Low	--	22	No Color	100.0%	13.6%	Increased Significantly	Orange	72.7%	2.5%	Declined	--
				Two or More Races	*	--	No Performance Level	89.6%	Medium	--	0	--	--	--	--	Orange	88.6%	1.0%	Declined	--
				White	*	--	No Performance Level	90.8%	High	--	*	No Color	--	--	No Change Level	Orange	89.8%	1.0%	Declined	--

Data Sources: California School Dashboard Research data files 2023

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Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The 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/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/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
S	1	7672	Ednovate - USC Hybrid High College Prep	527	84.6%	0.0%	0.4%	0.4%	7.0%	8.5%	0.2%	0.4%	0.9%	91.7%	0.0%	0.0%	0.2%	87.1%	10.6%	0.2%	0.0%
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
S	1	7672	Ednovate - USC Hybrid High College Prep	520	83.5%	0.0%	0.2%	0.4%	10.4%	8.8%	0.4%	0.8%	0.2%	88.3%	0.0%	0.0%	0.0%	88.5%	12.9%	0.0%	0.4%
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/sd/filesenr.asp>

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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
S	1	7672	Ednovate - USC Hybrid High College Prep	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>

Ednovate - USC Hybrid High College Prep

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
S	1	7672	Ednovate - USC Hybrid High College Prep	LTEL 6+ Years	34	10.6%	226,535	11.1%	27	8.1%	211,218	18.1%
				At-Risk 4-5 Years	1	0.3%	144,190	7.1%	2	0.6%	136,190	9.6%
				EL 0-3 Years	1	0.3%	505,487	24.8%	2	0.6%	519,652	26.0%
				EL 4+ Years Not At-Risk or LTEL	10	3.1%	236,323	11.6%	14	4.2%	207,773	10.4%
				EL total	46	14.4%	1,112,535	54.5%	45	13.5%	1,074,833	53.8%
				RFEP	274	85.6%	927,723	45.5%	288	86.5%	924,460	46.2%
				Total (Ever)	320	100.0%	2,040,258	100.0%	333	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>

Ednovate - USC Hybrid High College Prep

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/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 Special Education Enrollment

RG	BD	Location Code	School	OCT 2023 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
S	1	7672	Ednovate - USC Hybrid High College Prep	527	56	10.6%
			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 %
S	1	7672	Ednovate - USC Hybrid High College Prep	520	66	12.7%
			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
S	1	7672	Ednovate - USC Hybrid High College Prep	82.1%	17.9%	7	0	0	0	0	1	0	0	10	1	34	2	1	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
S	1	7672	Ednovate - USC Hybrid High College Prep	80.3%	21.2%	10	0	1	0	0	1	0	0	10	0	42	1	1	1
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).

School	Classes	Demographics	Scale	Benchmark Type
Ednovate - Usc Hybrid High	146 Classes	All Demographics	Star Unified Scale	State

Grade

9

Score Definitions

SGP: Student Growth Percentile [🔗](#)

ZPD: Zone of Proximal Development [🔗](#)

GE: Grade Equivalent [🔗](#)

NCE: Normal Curve Equivalent [🔗](#)

EST. ORF: Estimated Oral Reading Fluency [🔗](#)

SS: Scaled Score [🔗](#)

PR: Percentile Rank [🔗](#)

IRL: Instructional Reading Level [🔗](#)

Star Reading

Summary (144 of 144 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							
77	56	Pretest	1078	6.6	23	34.1	6.4	-
		Posttest	1092	7.2	23	34.5	7.1	-
		Change	14	0.6	0	0.4	0.7	-

^a Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

^b The test was completed in a long period of time.

Score

Definitions

SGP: Student Growth Percentile

ZPD: Zone of Proximal Development

GE: Grade Equivalent

NCE: Normal Curve Equivalent

EST. ORF: Estimated Oral Reading Fluency

SS: Scaled Score

PR: Percentile Rank

IRL: Instructional Reading Level

Star Reading

Summary (125 of 125 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							
82	62	Pretest	1074	6.4	18	30.6	6.2	-
		Posttest	1091	7.1	22	33.8	7.1	-
		Change	17	0.7	4	3.3	0.9	-

^aEstimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

^b The test was completed in a long period of time.

Score

Definitions

SGP: Student Growth Percentile

ZPD: Zone of Proximal Development

GE: Grade Equivalent

NCE: Normal Curve Equivalent

EST. ORF: Estimated Oral Reading Fluency

SS: Scaled Score

PR: Percentile Rank

IRL: Instructional Reading Level

Star Reading

Summary (121 of 121 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							
86	70	Pretest	1098	7.4	24	35.1	7.3	-
		Posttest	1118	8.4	30	38.9	8.3	-
		Change	20	1.0	6	3.8	1.0	-

^a Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

^b The test was completed in a long period of time.

Score Definitions

SGP: Student Growth Percentile [↗](#)

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EST. ORF: Estimated Oral Reading Fluency [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

IRL: Instructional Reading Level [↗](#)

Star Reading

Summary (130 of 130 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							
68	52	Pretest	1114	8.2	28	37.5	8.1	-
		Posttest	1115	8.2	27	37.3	8.1	-
		Change	1	0.0	-1	-0.2	0.0	-

^a Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

^b The test was completed in a long period of time.

School	Classes	Any Characteristics	Scale	Benchmark Type
Ednovate - Usc Hybrid High	146 Classes	Latinx	Star Unified Scale	State

Grade

9

Score Definitions

SGP: Student Growth Percentile [🔗](#)

ZPD: Zone of Proximal Development [🔗](#)

GE: Grade Equivalent [🔗](#)

NCE: Normal Curve Equivalent [🔗](#)

EST. ORF: Estimated Oral Reading Fluency [🔗](#)

SS: Scaled Score [🔗](#)

PR: Percentile Rank [🔗](#)

IRL: Instructional Reading Level [🔗](#)

Star Reading

Summary (129 of 129 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							
70	56	Pretest	1078	6.6	22	34	6.4	-
		Posttest	1092	7.2	23	34.4	7.1	-
		Change	14	0.6	1	0.5	0.7	-

^a Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

^b The test was completed in a long period of time.

Score

Definitions

SGP: Student Growth Percentile [↗](#)

ZPD: Zone of Proximal Development [↗](#)

GE: Grade Equivalent [↗](#)

NCE: Normal Curve Equivalent [↗](#)

EST. ORF: Estimated Oral Reading Fluency [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

IRL: Instructional Reading Level [↗](#)

Star Reading

Summary (115 of 115 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							
73	61	Pretest	1075	6.4	18	30.5	6.3	-
		Posttest	1090	7.1	22	33.7	7.0	-
		Change	15	0.7	4	3.1	0.7	-

^aEstimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

^b The test was completed in a long period of time.

Score

Definitions

SGP: Student Growth Percentile [↗](#)

ZPD: Zone of Proximal Development [↗](#)

GE: Grade Equivalent [↗](#)

NCE: Normal Curve Equivalent [↗](#)

EST. ORF: Estimated Oral Reading Fluency [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

IRL: Instructional Reading Level [↗](#)

Star Reading

Summary (110 of 110 Students)

SGP (Expectation = 50)		Test ing Window	Avg. SS	Avg. GE	Avg. PR	Avg. N CE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							
80	71	Pretest	1098	7.4	24	35.1	7.3	-
		Posttest	1119	8.4	30	39	8.3	-
		Change	21	1.0	6	3.9	1.0	-

^aEstimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

^b The test was completed in a long period of time.

Score

Definitions

SGP: Student Growth Percentile [↗](#)

ZPD: Zone of Proximal Development [↗](#)

GE: Grade Equivalent [↗](#)

NCE: Normal Curve Equivalent [↗](#)

EST. ORF: Estimated Oral Reading Fluency [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

IRL: Instructional Reading Level [↗](#)

Star Reading

Summary (109 of 109 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							
57	51	Pretest	1113	8.1	27	37.1	8.0	-
		Posttest	1113	8.1	26	36.7	8.1	-
		Change	0	0.0	-1	-0.4	0.1	-

^a Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

^b The test was completed in a long period of time.

School	Classes	Any Characteristics	Scale	Benchmark Type
Ednovate - Usc Hybrid High	146 Classes	Black or African American	Star Unified Scale	State

Grade

9

Score Definitions

SGP: Student Growth Percentile [↗](#)

ZPD: Z one of Proximal Development [↗](#)

GE: Grade Equivalent [↗](#)

NCE: Normal Curve Equivalent [↗](#)

EST. ORF: Estimated Oral Reading Fluency [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

IRL: Instructional Reading Level [↗](#)

Star Reading

Summary

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							

^aEstimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

^b The test was completed in a long period of time.

Score

Definitions

- SGP: Student Growth Percentile [↗](#)
- ZPD: Zone of Proximal Development [↗](#)
- GE: Grade Equivalent [↗](#)
- NCE: Normal Curve Equivalent [↗](#)
- EST. ORF: Estimated Oral Reading Fluency [↗](#)
- SS: Scaled Score [↗](#)
- PR: Percentile Rank [↗](#)
- IRL: Instructional Reading Level [↗](#)

Star Reading

Summary ([REDACTED])

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

^a Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

^b The test was completed in a long period of time.

Score

Definitions

SGP: Student Growth Percentile

ZPD: Zone of Proximal Development

GE: Grade Equivalent

NCE: Normal Curve Equivalent

EST. ORF: Estimated Oral Reading Fluency

SS: Scaled Score

PR: Percentile Rank

IRL: Instructional Reading Level

Star Reading

Summary ()

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							

^aEstimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

^b The test was completed in a long period of time.

Score

Definitions

SGP: Student Growth Percentile

ZPD: Zone of Proximal Development

GE: Grade Equivalent

NCE: Normal Curve Equivalent

EST. ORF: Estimated Oral Reading Fluency

SS: Scaled Score

PR: Percentile Rank

IRL: Instructional Reading Level

Star Reading

Summary (17 of 17 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							
8	49	Pretest	1112	8.1	28	37.6	8.0	-
		Posttest	1111	8.0	27	37	8.0	-
		Change	-1	0	-1	-0.6	0.0	-

^a Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

^b The test was completed in a long period of time.

Star Reading

School	Classes	Any Characteristics	Scale	Benchmark Type
Ednovate - Usc Hybrid High	146 Classes	Limited English Proficiency (LEP)	Star Unified Scale	State

Grade

9

Score

Definitions

- SGP: Student Growth Percentile ⓘ
- ZPD: Zone of Proximal Development ⓘ
- GE: Grade Equivalent ⓘ
- NCE: Normal Curve Equivalent ⓘ
- EST. ORF: Estimated Oral Reading Fluency ⓘ
- SS: Scaled Score ⓘ
- PR: Percentile Rank ⓘ
- IRL: Instructional Reading Level ⓘ

Star Reading

Summary (██████████)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							
██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████
		██████████	██████████	██████████	██████████	██████████	██████████	██████████
		██████████	██████████	██████████	██████████	██████████	██████████	██████████

^a Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

^b The test was completed in a long period of time.

Score

Definitions

SGP: Student Growth Percentile

ZPD: Zone of Proximal Development

GE: Grade Equivalent

NCE: Normal Curve Equivalent

EST. ORF: Estimated Oral Reading Fluency

SS: Scaled Score

PR: Percentile Rank

IRL: Instructional Reading Level

Star Reading

Summary ()

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							

^aEstimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

Score

Definitions

SGP: Student Growth Percentile

ZPD: Zone of Proximal Development

GE: Grade Equivalent

NCE: Normal Curve Equivalent

EST. ORF: Estimated Oral Reading Fluency

SS: Scaled Score

PR: Percentile Rank

IRL: Instructional Reading Level

Star Reading

Summary

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							

^aEstimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

^b The test was completed in a long period of time.

Score

Definitions

SGP: Student Growth Percentile

ZPD: Zone of Proximal Development

GE: Grade Equivalent

NCE: Normal Curve Equivalent

EST. ORF: Estimated Oral Reading Fluency

SS: Scaled Score

PR: Percentile Rank

IRL: Instructional Reading Level

Star Reading

Summary

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							

^aEstimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

School	Classes	Demographics	Scale	Benchmark Type
Ednovate - Usc Hybrid High	146 Classes	All Demographics	Star Unified Scale	State

Grade
9

Score Definitions

SGP: Student Growth Percentile [🔗](#)

GE: Grade Equivalent [🔗](#)

NCE: Normal Curve Equivalent [🔗](#)

SS: Scaled Score [🔗](#)

PR: Percentile Rank [🔗](#)

Star Math

Summary (144 of 144 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
51	37	Pretest	1073	6.7	35	41.9
		Posttest	1080	7.0	31	39.4
		Change	7	0.3	-4	-2.5

Score

Definitions

SGP: Student Growth Percentile [↗](#)

GE: Grade Equivalent [↗](#)

NCE: Normal Curve Equivalent [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

Star Math

Summary (125 of 125 Students)

SGP <i>(Expectation = 50)</i>		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
59	48	Pretest	1079	6.9	38	43.6
		Posttest	1092	7.6	36	42.6
		Change	13	0.7	-2	-1

Score Definitions

SGP: Student Growth Percentile [↗](#)

GE: Grade Equivalent [↗](#)

NCE: Normal Curve Equivalent [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

Star Math

Summary (121 of 121 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
77	63	Pretest	1091	7.5	36	42.4
		Posttest	1112	9.2	43	46.1
		Change	21	1.7	7	3.7

Score

Definitions

SGP: Student Growth Percentile [↗](#)

GE: Grade Equivalent [↗](#)

NCE: Normal Curve Equivalent [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

Star Math

Summary (130 of 130 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
67	51	Pretest	1106	8.6	40	44.5
		Posttest	1105	8.5	36	42.5
		Change	-1	0	-4	-2

School	Classes	Any Characteristics	Scale	Benchmark Type
Ednovate - Usc Hybrid High	146 Classes	Latinx	Star Unified Scale	State

Grade

9

Score Definitions

SGP: Student Growth Percentile [🔗](#)

GE: Grade Equivalent [🔗](#)

NCE: Normal Curve Equivalent [🔗](#)

SS: Scaled Score [🔗](#)

PR: Percentile Rank [🔗](#)

Star Math

Summary (129 of 129 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
45	34	Pretest	1075	6.8	36	42.5
		Posttest	1081	7.0	31	39.6
		Change	6	0.2	-5	-2.9

Score Definitions

SGP: Student Growth Percentile [🔗](#)

GE: Grade Equivalent [🔗](#)

NCE: Normal Curve Equivalent [🔗](#)

SS: Scaled Score [🔗](#)

PR: Percentile Rank [🔗](#)

Star Math

Summary (115 of 115 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
54	48	Pretest	1078	6.9	38	43.5
		Posttest	1092	7.6	36	42.6
		Change	14	0.7	-2	-0.9

Score

Definitions

SGP: Student Growth Percentile [↗](#)

GE: Grade Equivalent [↗](#)

NCE: Normal Curve Equivalent [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

Star Math

Summary (110 of 110 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
72	63	Pretest	1091	7.5	36	42.5
		Posttest	1113	9.3	43	46.3
		Change	22	1.8	7	3.8

Score Definitions

SGP: Student Growth Percentile [🔗](#)

GE: Grade Equivalent [🔗](#)

NCE: Normal Curve Equivalent [🔗](#)

SS: Scaled Score [🔗](#)

PR: Percentile Rank [🔗](#)

Star Math

Summary (109 of 109 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
56	51	Pretest	1109	8.9	41	45.4
		Posttest	1107	8.7	37	43
		Change	-2	0	-4	-2.4

School	Classes	Any Characteristics	Scale	Benchmark Type
Ednovate - Usc Hybrid High	146 Classes	Black or African American	Star Unified Scale	State

Grade

9

Score Definitions

SGP: Student Growth Percentile ⓘ

GE: Grade Equivalent ⓘ

NCE: Normal Curve Equivalent ⓘ

SS: Scaled Score ⓘ

PR: Percentile Rank ⓘ

Star Math

Summary

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
█	█	█	█	█	█	█
		█	█	█	█	█
		█	█	█	█	█

Score

Definitions

SGP: Student Growth Percentile [↗](#)

GE: Grade Equivalent [↗](#)

NCE: Normal Curve Equivalent [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

Star Math

Summary ()

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					

Score

Definitions

SGP: Student Growth Percentile [↗](#)

GE: Grade Equivalent [↗](#)

NCE: Normal Curve Equivalent [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

Star Math

Summary ()

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					

Score

Definitions

SGP: Student Growth Percentile [↗](#)

GE: Grade Equivalent [↗](#)

NCE: Normal Curve Equivalent [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

Star Math

Summary (17 of 17 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
7	42	Pretest	1083	7.1	29	38.5
		Posttest	1082	7.1	26	36.7
		Change	-1	0.0	-3	-1.7

School	Classes	Any Characteristics	Scale	Benchmark Type
Ednovate - Usc Hybrid High	146 Classes	Limited English Proficiency (LEP)	Star Unified Scale	State

Grade

9

Score Definitions

SGP: Student Growth Percentile ⓘ

GE: Grade Equivalent ⓘ

NCE: Normal Curve Equivalent ⓘ

SS: Scaled Score ⓘ

PR: Percentile Rank ⓘ

Star Math

Summary ()

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					

Score

Definitions

SGP: Student Growth Percentile [↗](#)

GE: Grade Equivalent [↗](#)

NCE: Normal Curve Equivalent [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

Star Math

Summary [redacted]

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
		[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
		[redacted]	[redacted]	[redacted]	[redacted]	[redacted]

Score

Definitions

SGP: Student Growth Percentile [↗](#)

GE: Grade Equivalent [↗](#)

NCE: Normal Curve Equivalent [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

Star Math

Summary ([redacted])

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
		[redacted]	[redacted]	[redacted]		[redacted]
		[redacted]	[redacted]	[redacted]		[redacted]
		[redacted]	[redacted]	[redacted]		[redacted]

Score

Definitions

SGP: Student Growth Percentile [↗](#)

GE: Grade Equivalent [↗](#)

NCE: Normal Curve Equivalent [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

Star Math

Summary [redacted]

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
		[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
		[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
		[redacted]	[redacted]	[redacted]	[redacted]	[redacted]

ATTACHMENT D

**LOS ANGELES UNIFIED SCHOOL DISTRICT****Board of Education Report**

DESEGREGATION IMPACT STATEMENT (DIS)
EDNOVATE – USC HYBRID HIGH COLLEGE PREP
BOARD OF EDUCATION REPORT 086 – 24/25

November 19, 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 500 students in grades 9-12 in each year of the charter term.

II. Summary Description of Current District Practice:

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

III. Proposed Change:

The approval of this charter petition would renew the charter of Ednovate – USC Hybrid High College Prep 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:

JAMES A. PERREAULT
Specialist, Charter Schools
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

[Return to Order of Business](#)

TAB 19



Board of Education Report

File #: Rep-087-24/25, Version: 1

Approval of the Renewal Petition for ICEF View Park Preparatory Middle [PUBLIC HEARING]
November 19, 2024
Charter Schools Division

Action Proposed:

Approve the renewal petition for ICEF View Park Preparatory Middle (“Charter School”), with benchmarks in the area of academics, located in Board District 1 and Region South, for five (5) years, beginning July 1, 2025 until June 30, 2030, to serve up to 330 students in grades 6-8 in each year of the charter term. The school is requesting to decrease its current enrollment capacity from 450 students to 330 students to align with its enrollment projections based on its enrollment trends in the current term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:

ICEF View Park Preparatory Middle is a 6-8 school currently serving 259 students on a private facility in South Los Angeles at 5311 Crenshaw Blvd., Los Angeles, CA, 90043 in Board District 1 and Region South. ICEF View Park Preparatory Middle was originally approved by the LAUSD Board of Education on August 13, 2002. On January 10, 2017, the charter school was renewed for a five-year term to serve 450 students in grades 6-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for ICEF View Park Preparatory Middle expires June 30, 2025.

On August 21, 2024, ICEF View Park Preparatory Middle submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through November 19, 2024.

An initial Public Hearing was held on September 10, 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 ICEF View Park Preparatory Middle 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. 087, accompanying documents, and transcript of

the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of 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, 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.

File #: Rep-087-24/25, Version: 1

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 - ICEF View Park Preparatory Middle Data Set

Attachment C - Verified Data Reports

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/1dbt372-LVr7CPzBosh7Ct5hnGrlqEZsH?usp=drive_link≥](https://drive.google.com/drive/folders/1dbt372-LVr7CPzBosh7Ct5hnGrlqEZsH?usp=drive_link)

Informatives:

Not applicable

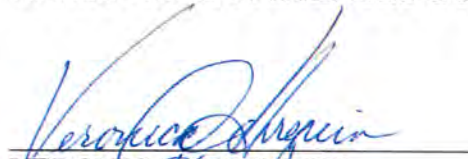
Submitted:

10/22/24

RESPECTFULLY SUBMITTED,


ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:


VERONICA ARREGUIN
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:


DEVORA NAVERA REED
General Counsel☒ Approved as to form.

APPROVED & PRESENTED BY:


JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division

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 087-24/25
November 19, 2024

School Name:	ICEF View Park Preparatory Middle			BOARD IS REQUIRED TO TAKE ACTION BY: November 19, 2024
Type of Charter School:	Start-Up Independent Charter School			
Charter Operator	Inner City Education Foundation			
Location Code:	8460			
Type of Site(s):	Private			
Site Address(es):	5311 Crenshaw Blvd., Los Angeles, CA 90043			
Board District(s):	1	Region(s):	South	
Grade Levels Served:	6-8	Current Enrollment:	259	
Grade Levels Authorized in Current Charter:	6-8	Approved Enrollment in Current Charter:	450 (see proposed change in "Action Proposed" below)	
CONSIDERATION:	Renewal			
CDE PERFORMANCE CATEGORY: (PER CDE'S 2024 CLASSIFICATION)	Middle Performing			
STAFF RECOMMENDATION:	Approval with benchmarks for a five (5)-year term (2025-2030)			
PROPOSED BENCHMARKS:	The following academic benchmarks are proposed for ICEF View Park Preparatory Middle for the 2025-2030 charter term: 1. In each year of the charter term, the school shall demonstrate academic growth in English Language Arts (ELA) for Students with Disabilities as reported on the California School Dashboard ELA Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level; or achieved a DFS that is equal to or higher than their respective student group state average DFS. 2. In each year of the charter term, the school shall demonstrate academic growth in Math for All Students as reported on the California School Dashboard Math Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level; or achieved a DFS that is equal to or higher than their respective student group state average DFS. 3. In each year of the charter term, the school shall demonstrate academic growth in Math for Students with Disabilities as reported on the California School Dashboard Math Performance Indicator			

**PROPOSED
BENCHMARKS (CONT.):**

by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level; or achieved a DFS that is equal to or higher than their respective student group state average DFS.

As part of ongoing oversight, the District will review the charter school's performance at its annual oversight visit to determine any appropriate actions, including consideration of the school's progress upon submission of a renewal petition at the end of the term of the charter.

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for ICEF View Park Preparatory Middle ("ICEF VPMS" or "Charter School") with benchmarks in the area of academics, located in Board District 1 and Region South, for a term of five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 330 students in grades 6-8 in each year of the charter term. The school is requesting to decrease its current enrollment capacity from 450 students to 330 students to align with its enrollment projections based on its enrollment trends in the current term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners 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**

	ICEF View Park Preparatory Middle
Initial Authorization:	On August 13, 2002, ICEF View Park Preparatory Middle (formerly named View Park Preparatory Accelerated Charter Middle School) was authorized by the LAUSD Board of Education to serve 150 students in grades 6-8.
Most Recent Renewal	The charter was renewed on January 10, 2017 for a five-year term (July 1, 2017 - June 30, 2022) to serve up to 450 students in grades 6-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for ICEF View Park Preparatory Middle expires June 30, 2025.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	On January 10, 2017, as part of the school's most recent renewal, the LAUSD Board of Education issued the following academic and operational benchmarks to ICEF VPMS: Area: Special Education Compliance 1. [ICEF VPMS] will complete all outstanding IEPs by 3/15/17 per the 200 Report and all services, including compensatory minutes, will be Tier 1 by 4/30/17 per the 300 Report. Area: Student Achievement – Internal academic data, including grade levels, subgroups, and schoolwide 2. [ICEF VPMS] will have 95% or higher participation on all academic internal assessments. Review internal assessment

	ICEF View Park Preparatory Middle
	inventory and solidify inventory for ELA and Math internal assessments for 2017-2018. The percentage of students in the Met/Exceeded band will be as follows: 16-17: Baseline 17-18: 26% ELA, 7% Math 18-19: 34% ELA, 10% Math 19-20: 40% ELA, 15% Math 20-21: 47% ELA, 20% Math 21-22: 55% ELA, 25% Math Area: Student Achievement – CAASPP academic data, subgroup and schoolwide and as compared to Resident Schools 3. [ICEF VPMS] will increase the number of students performing in the "Meeting and Exceeding" category schoolwide 15-16: ELA 19%, Math 3% - Baseline 16-17: 22% ELA, 6% Math 17-18: 36% ELA, 28% Math 18-19: 44% ELA, 36% Math 19-20: 52% ELA, 44% Math 20-21: 60% ELA, 52% Math 21-22: 68% ELA, 60% Math Area: Reclassification Rates for English Learners and monitoring of LTELS 4. [ICEF VPMS] will reclassify an average of at least 20% of EL students each year for the duration of the charter. Area: Teacher Retention 5. [ICEF VPMS] will increase teacher retention as follows: 16-17 22%-Baseline 17-18: 75% 18-19: 75% 19-20: 75% 20-21: 80% 21-22: 80% Please see the "Additional Information" section below.
Submission of Renewal Petition Application:	ICEF View Park Preparatory Middle submitted its renewal petition application on August 21, 2024. The 90-day statutory timeline for Board action on the petition runs through November 19, 2024.
Concurrent Request for Material Revision:	Not applicable

	ICEF View Park Preparatory Middle
Master Plan for English Learners and Standard English Learners:	ICEF VPMS implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	ICEF VPMS participates in LAUSD Special Education Local Plan Area (SELPA) Option 3

B. Charter School Operator

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

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

ICEF VPMS 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 ELA and Math on the California School Dashboard schoolwide and, in Math, for all three numerically significant student groups. However, in ELA, a majority of the charter school's student groups' performance was higher than their respective state student group averages. Additionally, the charter school provided two years of verified data in Math, which demonstrated one year's progress schoolwide and for all applicable student groups for each applicable year. Please see attached ICEF View Park Preparatory Middle data sets.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels were 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.

ICEF View Park Preparatory Middle Dashboard Indicators

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

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

c. English Language Arts Indicator

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

As noted above, staff is recommending a benchmark in ELA for the Students with Disabilities student group. In order to improve student outcomes in ELA for Students with Disabilities (and All Students), charter school leaders report increasing collaboration between general education and special education teachers including, but not limited to, co-teaching, co-planning, data analysis, and professional development focused on instructional strategies to promote mastery of grade-level content.

ICEF View Park Preparatory Middle - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Low	-36.4	Low	-12.2	Lower
Black or African American	Met	Low	-36.5	Low	-57.7	Higher
Socioeconomically Disadvantaged	Met	Low	-38.6	Low	-41.4	Higher
Students with Disabilities	Met	Very Low	-119.8	Very Low	-97.3	Lower

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

ICEF View Park Preparatory Middle - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Orange	-35.7	0.7	Orange	-13.6	Lower
Black or African American	Met	Orange	-34.1	2.4	Orange	-59.6	Higher
Socioeconomically Disadvantaged	Met	Orange	-36.1	2.5	Orange	-42.6	Higher
Students with Disabilities	Met	Red	-126.2	-6.4	Red	-96.3	Lower

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

d. Math Indicator

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

As noted above, staff is recommending a benchmark in Math for All Students and the Students with Disabilities student group. In order to improve student outcomes in Math, charter school leaders report implementing a co-teaching model whereby instruction is planned/provided by both general education and special education teachers, regular review/analysis of student assessment data, and student enrichment opportunities (e.g., math club).

ICEF View Park Preparatory Middle - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Very Low	-112.6	Low	-51.7	Lower
Black or African American	Met	Very Low	-113.2	Very Low	-106.9	Lower
Socioeconomically Disadvantaged	Met	Very Low	-114.6	Low	-84.0	Lower
Students with Disabilities	Met	Very Low	-180.9	Very Low	-130.8	Lower

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

ICEF View Park Preparatory Middle - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Red	-110.6	2.1	Orange	-49.1	Lower
Black or African American	Met	Orange	-109.9	3.3	Red	-104.5	Lower
Socioeconomically Disadvantaged	Met	Orange	-109.6	5.0	Yellow	-80.8	Lower
Students with Disabilities	Met	Red	-187.3	-6.4	Orange	-127.3	Lower

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

e. English Learner Progress Indicator

There is no performance level on the ELPI due to the low number of English Learners.

f. College/Career Indicator

Not applicable

g. Chronic Absenteeism Indicator

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

h. Graduation Indicator [HS only]

Not applicable

i. Suspension Rate Indicator

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

As noted above, ICEF VPMS has five (5) benchmarks related to academics and operations in its current term. The charter school met or partially met its benchmarks for each the five years of the charter term as originally authorized (2017-2018 through 2021-2022).

Benchmark 1, related to Special Education compliance, was only applicable for the 2017-2018 school year and was met.

Benchmark 2, related to internal assessment data, was partially met, as the school met the benchmark for three of five years in ELA (2017-2018, 2018-2019, and 2019-2020) and for all five years in Math . It is important to note that this benchmark was assessed based on the school’s self-reported internal assessment data. The tables below include detailed data relating to this benchmark including, as applicable, specific performance targets by year:

ICEF View Park Middle ELA Internal Assessment Data					
	2017-2018 NWEA Map Reading Target: 26%	2018-2019 FastBridge aReading Target: 34%	2019-2020 FastBridge aReading Target: 40%	2020-2021 FastBridge aReading Target: 47%	2021-2022 FastBridge aReading Target: 55%
Participation Rate Target 95%	96%	97%	95%	99%	97%
Schoolwide	31%	46%	48%	46%	47%
Student Groups*	2 of 3	2 of 3	2 of 3	1 of 3	0 of 3
Grade Levels**	2 of 3	3 of 3	3 of 3	2 of 3	0 of 3

*Data in this row show the number of student groups (Black or African American, Socioeconomically Disadvantaged, and Students with Disabilities) that met the applicable target in a given year.

**Data in this row show the number of grade levels that met the applicable target in a given year.

ICEF View Park Middle Math Internal Assessment Data					
	2017-2018 NWEA Map Math Target: 7%	2018-2019 FastBridge aMath Target: 10%	2019-2020 FastBridge aMath Target: 15%	2020-2021 FastBridge aMath Target: 20%	2021-2022 FastBridge aMath Target: 25%
Participation Rate Target: 95%	96%	96%	96%	98%	98%
Schoolwide	17%	21%	28%	31%	27%

ICEF View Park Middle Math Internal Assessment Data					
	2017-2018 NWEA Map Math Target: 7%	2018-2019 FastBridge aMath Target: 10%	2019-2020 FastBridge aMath Target: 15%	2020-2021 FastBridge aMath Target: 20%	2021-2022 FastBridge aMath Target: 25%
Student Groups*	3 of 3	3 of 3	2 of 3	2 of 3	2 of 3
Grade Levels**	3 of 3	3 of 3	3 of 3	3 of 3	2 of 3

*Data in this row show the number of student groups (Black or African American, Socioeconomically Disadvantaged, and Students with Disabilities) that met the applicable target in a given year.

**Data in this row show the number of grade levels that met the applicable target in a given year.

Benchmark 3, related to student achievement as demonstrated by met/exceeded rates on the CAASPP (including progress towards specific performance targets and comparison to resident schools) was partially met in all five years. Although the school did not meet the schoolwide and student group performance targets for any year, the school outperformed the Resident Schools Medians (RSM) in ELA and Math for all years for which data are available. The tables below include detailed data relating to this benchmark including, as applicable, specific performance targets by year:

ICEF View Park Preparatory Middle ELA CAASPP Data					
	2017-2018 Target: 36%	2018-2019 Target: 44%	2019-2020 Target: 52%	2020-2021** Target: 60%	2021-2022 Target: 68%
Schoolwide	31.27%	38.24%	Not available	30.88%	36.49%
Student Groups*	0 of 3	0 of 3	Not available	0 of 3	0 of 3
RSM Comparison	19.42%	18.70%	Not available	15.79%	19.61%

*Data in this row show the number of student groups (Black or African American, Socioeconomically Disadvantaged, and Students with Disabilities) that met the applicable target in a given year.

**Per the California Department of Education, “Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020-21 varied. Care should be used when interpreting results.”

ICEF View Park Preparatory Middle Math CAASPP Data					
	2017-2018 Target: 8%	2018-2019 Target: 36%	2019-2020 Target: 44%	2020-2021** Target: 52%	2021-2022 Target: 60%
Schoolwide	11.55%	10.53%	Not available	12.33%	9.54%
Student Groups*	0 of 3	0 of 3	Not available	0 of 3	0 of 3
RSM Comparison	6.33%	6.67%	Not available	Not available	4.05%

*Data in this row show the number of student groups (Black or African American, Socioeconomically Disadvantaged, and Students with Disabilities) that met the applicable target in a given year.

**Per the California Department of Education, “Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020-21 varied. Care should be used when interpreting results.”

Benchmark 4, related to English Learner reclassification rates, was met in two years (2017-2018 and 2018-2019) and not met in two years (2019-2020 and 2020-2021). No official English Learner reclassification data were available for 2021-2022. The table below

includes detailed data relating to this benchmark including specific performance targets by year:

ICEF View Park Preparatory Middle EL Reclassification Rate				
2017-2018 Target: 20%	2018-2019 Target: 20%	2019-2020 Target: 20%	2020-2021 Target: 20%	2021-2022 Target: 20%
20%	50%	0.0%	11.1%	Not available

Benchmark 5, related to teacher retention was met in three of five years (2017-2018, 2018-2019, and 2020-2021) and not met in two years (2019-2020 and 2021-2022). The table below includes detailed data relating to this benchmark including specific performance targets by year:

ICEF View Park Preparatory Middle Teacher Retention*				
2017-2018 Target: 75%	2018-2019 Target: 75%	2019-2020 Target: 75%	2020-2021 Target: 80%	2021-2022 Target: 80%
88%	86%	67%	88%	69%

*Based on data reported by Charter School.

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

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

a. Governance

Oversight Ratings/Concerns	
2022-2023	<i>Proficient</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>Developing</i>
Concerns	The rating of <i>Developing</i> in 2022-2023 and 2023-2024 were due to a majority of reported indicators that were rated at a "2" or "1."

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2022-2023	<i>Proficient</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>Proficient</i>
Concerns	The rating of <i>Developing</i> in 2022-2023 was primarily due to the recurring issue in the areas of outstanding checks and bank reconciliation. Charter School provided responses that reported the steps they had taken to address the noted concerns. The CSD will continue to monitor these areas as part of its ongoing oversight.

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.

ELA

Charter School provided data for Reading from “i-Ready K-8 by Curriculum Associates” (i-Ready) *Diagnostic Growth* report for 2023-2024 (“Final Diagnostic”) for All Students and for the following student groups¹: Black or African American, Socioeconomically Disadvantaged, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

Per Education Code section 47607.2 (c)(2), the State Board of Education established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready’s publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 242 students were assessed in Reading and 243 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2023-2024 assessment data appears to include at least 95% of eligible students.

For Reading, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 183%. Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, “Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to

¹ Student group names that appear on the report may be different than names on the CA Dashboard (e.g., “Students with Disabilities” will be labeled as “Special Education” on i-Ready report).

comparable peers.” Therefore, based on i-Ready’s Median Progress to Typical Growth targets² to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation “that schools that achieve a year’s worth of growth, adjusted for error, have exhibited sufficient growth,” Charter School met for All Students in Reading in 2023-2024.

As seen in the table below, Charter School provided the most recent data for three student groups and all student groups demonstrated one year’s progress based on i-Ready’s Median Progress to Typical Growth Targets in 2023-2024.

i-Ready Diagnostic Growth Reading 2023-2024				
Student Groups	Number of Students Tested	i-Ready Growth Target	Reading: Progress to Annual Typical Growth (Median)	One Year’s Progress
All Students Grade 6-8	241	Grades 6-8: 45%	183%	Met
Black or African American	208	Grades 6-8: 45%	181%	Met
Socioeconomically Disadvantaged	234	Grades 6-8: 45%	183%	Met
Students with Disabilities	28	Grades 6-8: 45%	176%	Met

Charter School submitted only one year of i-Ready Reading reports for verified data consideration.

MATH

Charter School provided data for Math from an “i-Ready K-8 by Curriculum Associates” (i-Ready) *Diagnostic Growth* report for 2022-2023, and 2023-2024 (“Final Diagnostic”) for All Students and for the following student groups³: Black or African American, Socioeconomically Disadvantaged, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

Per Education Code section 47607.2 (c)(2), the State Board of Education established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready’s publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 242 students were assessed in Math and 243 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2023-2024 assessment data appears to include at least 95% of eligible students.

For Math, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 133%. Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, “Typical Growth marks the annual growth of an average student at a given placement. It

² In 2023, Curriculum Associates revised typical growth targets in Reading to be 75% in Grades K-5 and 45% in Grades 6-8.

³ Student group names that appear on the report may be different than names on the CA Dashboard (e.g., “Students with Disabilities” will be labeled as “Special Education” on i-Ready report).

provides a comparative or normative view of growth, answering how students are growing relative to comparable peers.” Therefore, based on i-Ready’s Median Progress to Typical Growth targets⁴ to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation “that schools that achieve a year’s worth of growth, adjusted for error, have exhibited sufficient growth,” Charter School met for All Students in Math in 2023-2024.

As seen in the table below, Charter School provided the most recent data for three student groups and all student groups demonstrated one year’s progress based on i-Ready’s Median Progress to Typical Growth Targets in 2023-2024.

i-Ready Diagnostic Growth Math 2023-2024				
Student Groups	Number of Students Tested	i-Ready Growth Target	Math: Progress to Annual Typical Growth (Median)	One Year’s Progress
All Students Grade 6-8	242	Grades 6-8: 60%	133%	Met
Black or African American	208	Grades 6-8: 60%	129%	Met
Socioeconomically Disadvantaged	235	Grades 6-8: 60%	133%	Met
Students with Disabilities	28	Grades 6-8: 60%	158%	Met

Charter School also submitted verified data using i-Ready for the 2022-2023 school year. Based on i-Ready’s Typical Growth target of 50% of the students making 100% Typical Growth, Charter School met the one year’s progress for All Students and for all three of the school’s student groups in Math in 2022-2023.

Based on the review and consideration of verified data, ICEF View Park Preparatory Middle included schoolwide and student group reports (Black or African American, Socioeconomically Disadvantaged, and Students with Disabilities) for both ELA and Math in 2023-2024. ICEF VPMS also included schoolwide and student group i-Ready Math data in 2022-2023. In 2022-2023 and 2023-2024, ICEF View Park Preparatory Middle appears to have met 95 percent participation rate for schoolwide and for all student groups.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

ICEF VPMS’ 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	\$1,306,336	\$2,371,381	\$2,903,770	\$3,086,268	\$3,277,414

⁴ i-Ready Median Progress to Typical Growth targets in Math are 80% in Grades K-5 and 60% in Grades 6-8.

	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Unaudited Actuals)
Net Income/Loss	\$210,603	\$1,065,045	\$532,389	\$182,498	\$191,146
Transfers In/Out	\$84,171 ¹	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Norm Enrollment ²	319	288	295	267	261

¹ According to Inner City Education Foundation (ICEF) Public Schools, Charter School's inbound money transfer of \$84,171 in Fiscal Year 2019-2020 was related to a grant initially recorded in the charter operator's home office accounts and was subsequently adjusted and distributed to its charter schools.

² Charter School proposes to decrease its enrollment capacity to 330 for its renewal charter term. See Section **I. ACTION PROPOSED** above. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

b. 2022-2023 Independent Audit Report

Audit Opinion: Unmodified/Unqualified

Material Weaknesses: None Reported

Deficiencies/Findings: Yes

Lack of a Going Concern: None Reported

An audit finding was identified in ICEF Public Schools' 2022-2023 independent audit report concerning the After/Before School Education and Safety Program at ICEF Innovation Los Angeles Charter, another school operated by ICEF Public Schools. The CSD will continue to monitor this issue and will review ICEF Public Schools' 2023-2024 audit report to evaluate the organization's progress in implementing its corrective action plan.

c. Other Significant Fiscal Information

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

ICEF Public 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)
7	6	\$26,849,950	\$1,192,450	\$549,707	(\$2,174,505)*

*According to ICEF Public Schools, the charter operator's Home Office reported a net loss of (\$2,174,505) for Fiscal Year 2022-2023, primarily due to the delayed allocation of expenses between the ICEF Home Office and its charter schools. ICEF Public Schools has informed the CSD that it has since implemented new systems to ensure proper allocation of expenses before payments are made. The unaudited financial report submitted by the charter operator reflects a small net loss of \$49,989 for the 2023-2024 school year, and positive net assets of \$500,717 as of June 30, 2024. The CSD will continue to monitor ICEF Public Schools' financial condition through ongoing oversight.

ATTACHMENT B

ICEF View Park Preparatory Middle

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
S	1	8460	ICEF View Park Preparatory Middle	All Students	281	-36.4	Low	-12.2	Low	Lower	259	Orange	-35.7	0.7	Maintained	Orange	-13.6	-1.4	Maintained	Lower
				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	261	-36.5	Low	-57.7	Low	Higher	241	Orange	-34.1	2.4	Maintained	Orange	-59.6	-2	Maintained	Higher
				English Learner	*	-	No Performance Level	-61.2	Low	--	5	No Color	--	--	No Change Level	Orange	-67.7	-6.5	Declined	--
				Filipino	0	--	--	42.9	High	--	0	--	--	--	--	Green	44	1.1	Maintained	--
				Foster Youth	*	-	No Performance Level	-85.6	Very Low	--	*	No Color	--	--	No Change Level	Red	-89.2	-2.5	Maintained	--
				Homeless Youth	11	3.5	No Performance Level	-62.9	Low	--	12	No Color	-50.4	--	Declined Significantly	Orange	-67.9	-5	Declined	--
				Latino	13	-6.5	No Performance Level	-38.6	Low	--	15	No Color	-61.7	-55.2	Declined Significantly	Orange	-40.2	-1.7	Maintained	--
				Native Hawaiian or Pacific Islander	0	--	--	-29.1	Low	--	0	--	--	--	--	Orange	-32.5	-3.4	Declined	--
				Socioeconomically Disadvantaged	263	-38.6	Low	-41.4	Low	Higher	256	Orange	-36.1	2.5	Maintained	Orange	-42.6	-1.2	Maintained	Higher
				Students with Disabilities	47	-119.8	Very Low	-97.3	Very Low	Lower	48	Red	-126.2	-6.4	Declined	Red	-96.3	1.8	Maintained	Lower
				Two or More Races	*	-	No Performance Level	25.1	High	--	0	--	--	--	--	Green	24.3	-0.8	Maintained	--
				White	*	-	No Performance Level	21.9	High	--	*	No Color	--	--	No Change Level	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 *	100%	--	--	100%	100%	--	100%	100%	100%	--	100%	100%	100%	100%
Participation Rate Met 2022 *	Yes	--	--	Yes	Yes	--	Yes	Yes	Yes	--	Yes	Yes	Yes	Yes
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

ICEF View Park Preparatory Middle

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
S	1	8460	ICEF View Park Preparatory Middle	All Students	279	-112.6	Very Low	-51.7	Low	Lower	258	Red	-110.6	2.1	Maintained	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	259	-113.2	Very Low	-106.9	Very Low	Lower	240	Orange	-109.9	3.3	Increased	Red	-104.5	2.6	Maintained	Lower
				English Learner	*	-	No Performance Level	-92.0	Low	--	*	No Color	--	--	No Change Level	Orange	-93.4	-1.4	Maintained	--
				Filipino	0	--	--	2.7	High	--	0	--	--	--	--	Green	7.4	4.8	Increased	--
				Foster Youth	*	-	No Performance Level	-126.3	Very Low	--	*	No Color	--	--	No Change Level	Red	-127.4	1.4	Maintained	--
				Homeless Youth	11	-45.7	No Performance Level	-101.8	Very Low	--	12	No Color	-105.4	-59.7	Declined Significantly	Red	-101.3	0.5	Maintained	--
				Latino	13	-94.5	No Performance Level	-83.4	Low	--	15	No Color	-130.8	-36.3	Declined Significantly	Orange	-80.8	2.6	Maintained	--
				Native Hawaiian or Pacific Islander	0	--	--	-71.3	Low	--	0	--	--	--	--	Orange	-71.3	0.0	Maintained	--
				Socioeconomically Disadvantaged	261	-114.6	Very Low	-84.0	Low	Lower	255	Orange	-109.6	5.0	Increased	Yellow	-80.8	3.2	Increased	Lower
				Students with Disabilities	47	-180.9	Very Low	-130.8	Very Low	Lower	48	Red	-187.3	-6.4	Declined	Orange	-127.3	5.5	Increased	Lower
				Two or More Races	*	-	No Performance Level	-9.9	Medium	--	0	--	--	--	--	Yellow	-7.4	2.5	Maintained	--
				White	*	-	No Performance Level	-13.4	Medium	--	*	No Color	--	--	No Change Level	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 **	100%	--	--	100%	100%	--	100%	100%	100%	--	100%	100%	100%	100%
Participation Rate Met 2022 *	Yes	--	--	Yes	Yes	--	Yes	Yes	Yes	--	Yes	Yes	Yes	Yes
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

ICEF View Park Preparatory Middle

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
S	1	8460	ICEF View Park Preparatory Middle	English Learner	*	-	No Performance Level	50.3%	Medium	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	48.7%	-1.6%	Maintained	--

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	5	5	100.0%	Yes
2023	3	3	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		
ICEF View Park Preparatory Middle		State
ELs Who Progressed at Least One ELPI Level	0.0%	47.5%
ELs Who Maintained ELPI Level 4	0.0%	2.8%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	0.0%	31.4%
ELs Who Decreased at Least One ELPI Level	0.0%	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		
ICEF View Park Preparatory Middle		State
ELs Who Progressed at Least One ELPI Level	--	46.4%
ELs Who Maintained ELPI Level 4	--	2.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	--	32.7%
ELs Who Decreased at Least One ELPI Level	--	18.6%

ICEF View Park Preparatory Middle

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/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/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
S	1	8460	ICEF View Park Preparatory Middle	All Students	299	38.8%	Very High	30.0%	Very High	Higher	272	Orange	37.5%	-1.3%	Declined	Yellow	24.3%	-5.7	Declined Significantly	Higher
				American Indian or Alaska Native	0	--	--	42.9%	Very High	--	0	--	--	--	--	Yellow	36.1%	-6.8	Declined Significantly	--
				Asian	0	--	--	11.5%	High	--	0	--	--	--	--	Yellow	10.1%	-1.4	Declined	--
				Black or African American	275	38.2%	Very High	42.9%	Very High	Lower	253	Red	38.3%	0.2%	Maintained	Yellow	36.4%	-6.5	Declined Significantly	Higher
				English Learner	*	--	No Performance Level	33.6%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	26.3%	-7.3	Declined Significantly	--
				Filipino	0	--	--	16.2%	High	--	0	--	--	--	--	Yellow	13.8%	-2.4	Declined	--
				Foster Youth	*	--	No Performance Level	42.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	33.6%	-8.5	Declined Significantly	--
				Homeless Youth	12	16.7%	No Performance Level	45.1%	Very High	--	14	No Color	21.4%	4.8%	Increased	Yellow	38.7%	-6.4	Declined Significantly	--
				Latino	16	37.5%	No Performance Level	35.8%	Very High	--	16	No Color	18.8%	-18.8%	Declined	Yellow	28.4%	-7.4	Declined Significantly	--
				Native Hawaiian or Pacific Islander	0	--	--	43.9%	Very High	--	0	--	--	--	--	Yellow	37.6%	-6.3	Declined Significantly	--
				Socioeconomically Disadvantaged	281	40.2%	Very High	37.4%	Very High	Higher	268	Orange	37.7%	-2.5%	Declined	Yellow	29.9%	-7.5	Declined Significantly	Higher
				Students with Disabilities	50	42.0%	Very High	39.6%	Very High	Higher	49	Red	42.9%	0.9%	Increased	Yellow	33.1%	-6.5	Declined Significantly	Higher
				Two or More Races	*	--	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	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	18.5%	-3.5	Declined Significantly	--

Data Sources: California School Dashboard Research data files 2023

ICEF View Park Preparatory Middle

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
S	1	8460	ICEF View Park Preparatory Middle	All Students	305	3.3%	Medium	3.1%	Medium	Higher	281	Green	2.5%	-0.8%	Declined	Orange	3.5%	0.4%	Increased	Lower
				American Indian or Alaska Native	0	--	--	6.4%	High	--	0	--	--	--	--	Orange	7.4%	1.0%	Increased	--
				Asian	0	--	--	0.9%	Very Low	--	0	--	--	--	--	Green	1.1%	0.2%	Maintained	--
				Black or African American	280	3.6%	Medium	7.9%	High	Lower	262	Green	1.5%	-2.0%	Declined	Red	8.8%	0.9%	Increased	Lower
				English Learner	*	--	No Performance Level	3.2%	Medium	--	*	No Color	--	--	No Change Level	Orange	3.7%	0.5%	Increased	--
				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	12	0.0%	No Performance Level	5.5%	High	--	14	No Color	14.3%	14.3%	Increased	Orange	6.5%	1.0%	Increased	--
				Latino	17	0.0%	No Performance Level	3.3%	Medium	--	16	No Color	12.5%	12.5%	Increased	Orange	3.8%	0.5%	Increased	--
				Native Hawaiian or Pacific Islander	0	--	--	4.5%	Medium	--	0	--	--	--	--	Orange	4.9%	0.4%	Increased	--
				Socioeconomically Disadvantaged	285	3.5%	Medium	4.0%	Medium	Lower	275	Green	2.5%	-1.0%	Declined	Orange	4.5%	0.5%	Increased	Lower
				Students with Disabilities	51	3.9%	--	5.4%	High	Lower	49	Yellow	4.1%	0.2%	Maintained	Orange	5.9%	0.5%	Increased	Lower
				Two or More Races	*	--	No Performance Level	2.9%	Medium	--	*	No Color	--	--	No Change Level	Orange	3.3%	0.4%	Increased	--
				White	*	--	No Performance Level	2.6%	Medium	--	*	No Color	--	--	No Change Level	Yellow	2.9%	0.2%	Maintained	--

Data Sources: California School Dashboard Research data files 2023

ICEF View Park Preparatory Middle

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
S	1	8460	ICEF View Park Preparatory Middle	260	98.8%	0.0%	0.0%	0.0%	92.3%	0.8%	0.0%	0.8%	2.3%	7.3%	0.0%	0.0%	0.0%	98.8%	18.1%	0.0%	0.4%
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
S	1	8460	ICEF View Park Preparatory Middle	271	97.8%	0.0%	0.0%	0.0%	90.8%	1.1%	0.0%	1.5%	3.3%	7.0%	0.0%	0.0%	1.5%	97.8%	17.0%	0.4%	0.4%
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>

ICEF View Park Preparatory Middle

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
S	1	8460	ICEF View Park Preparatory Middle	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>

ICEF View Park Preparatory Middle

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
S	1	8460	ICEF View Park Preparatory Middle	LTEL 6+ Years	2	28.6%	226,535	11.1%	0	0.0%	211,218	18.1%
				At-Risk 4-5 Years	0	0.0%	144,190	7.1%	0	0.0%	136,190	9.6%
				EL 0-3 Years	1	14.3%	505,487	24.8%	1	11.1%	519,652	26.0%
				EL 4+ Years Not At-Risk or LTEL	0	0.0%	236,323	11.6%	1	11.1%	207,773	10.4%
				EL total	3	42.9%	1,112,535	54.5%	2	22.2%	1,074,833	53.8%
				RFEP	4	57.1%	927,723	45.5%	7	77.8%	924,460	46.2%
				Total (Ever)	7	100.0%	2,040,258	100.0%	9	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>

ICEF View Park Preparatory Middle

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/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 Special Education Enrollment

RG	BD	Location Code	School	OCT 2023 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
S	1	8460	ICEF View Park Preparatory Middle	260	47	18.1%
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 %
S	1	8460	ICEF View Park Preparatory Middle	271	46	17.0%
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
S	1	8460	ICEF View Park Preparatory Middle	78.7%	21.3%	6	0	1	1	0	1	1	0	9	0	24	4	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
S	1	8460	ICEF View Park Preparatory Middle	87.0%	13.0%	3	0	0	0	0	1	2	0	12	0	26	2	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

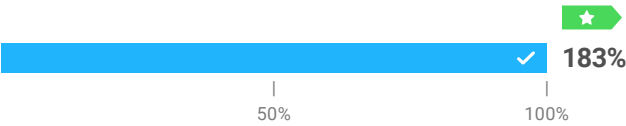
Key			
AUT	Autism	OHI	Other Health Impairment
DB	Deaf-Blindness	OI	Orthopedic Impairment
DEAF	Deafness	SLD	Specific Learning Disability
ED	Emotional Disturbance	SLI	Speech or Language Impairment
EMD	Established Medical Disability	TBI	Traumatic Brain Injury
HOH	Hard of Hearing	VI	Visual Impairment
ID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

School	VIEW PARK PREPARATORY CHARTER MIDDLE
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

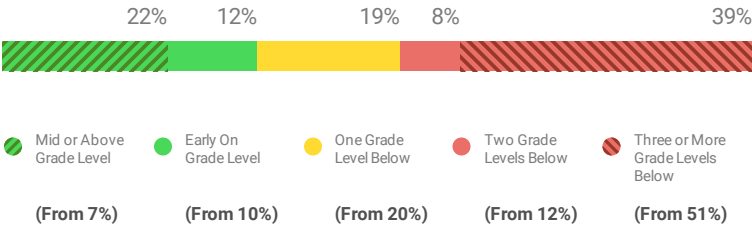
Students Assessed/Total: 241/243

Progress to Annual Typical Growth (Median)

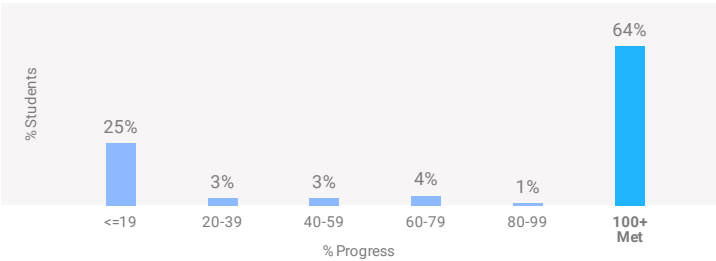


The median percent progress towards Typical Growth for this school is 183%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

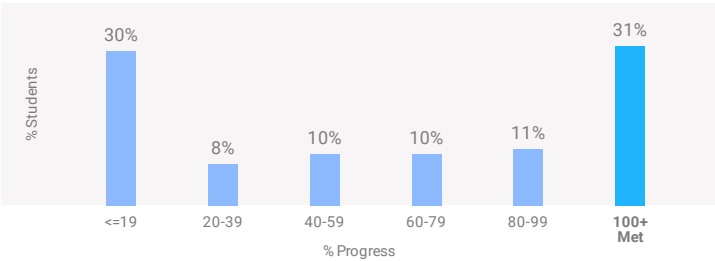
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

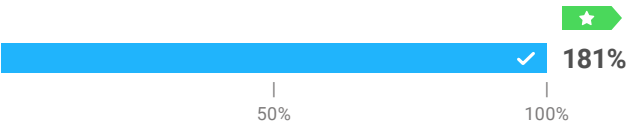
Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	 168%	65%	 63%	33%	67%	85/85
Grade 7	 250%	76%	 78%	37%	73%	75/75
Grade 8	 122%	52%	 38%	23%	54%	81/83

School	VIEW PARK PREPARATORY CHARTER MIDDLE
Subject	Reading
Academic Year	2023 - 2024
Race	Black or African American
Comparison Diagnostic	Final Diagnostic

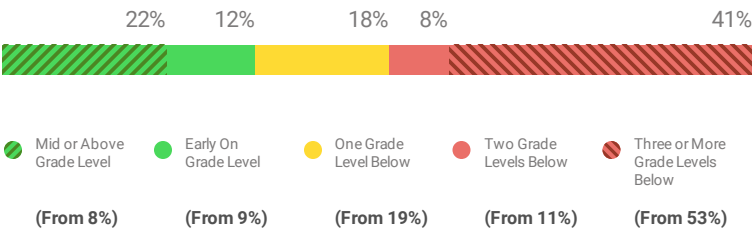
Students Assessed/Total: 208/209

Progress to Annual Typical Growth (Median)

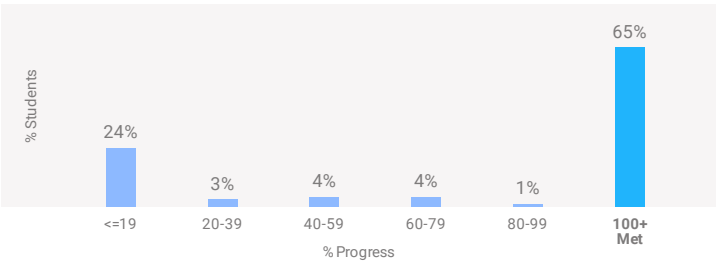


The median percent progress towards Typical Growth for this school is 181%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

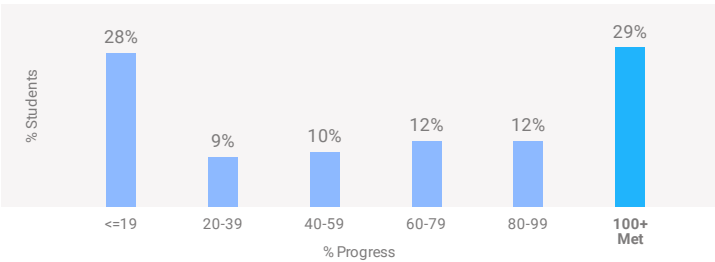
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



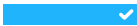
Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

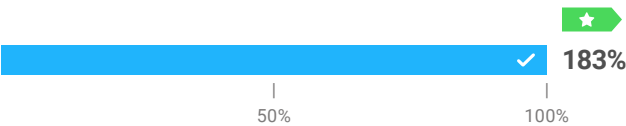
Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	 179%	67%	 66%	32%	70%	73/73
Grade 7	 252%	79%	 79%	36%	74%	66/66
Grade 8	 89%	49%	 32%	20%	52%	69/70

School	VIEW PARK PREPARATORY CHARTER MIDDLE
Subject	Reading
Academic Year	2023 - 2024
Economically Disadvantaged	Yes - Economically Disadvantaged
Comparison Diagnostic	Final Diagnostic

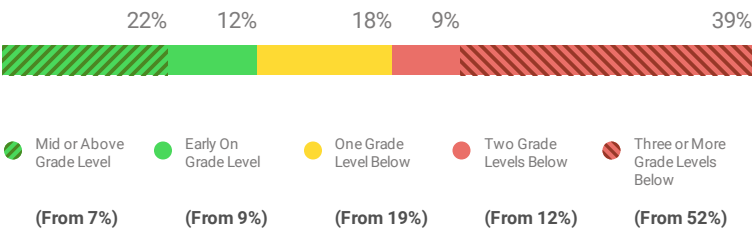
Students Assessed/Total: 234/235

Progress to Annual Typical Growth (Median)

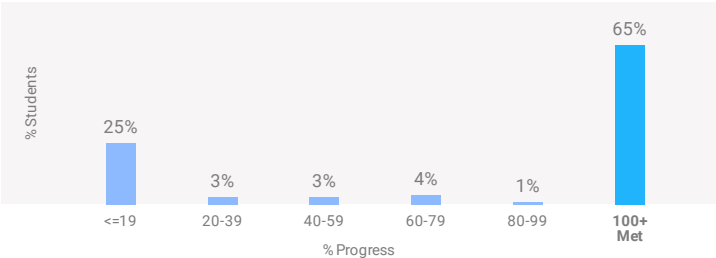


The median percent progress towards Typical Growth for this school is 183%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

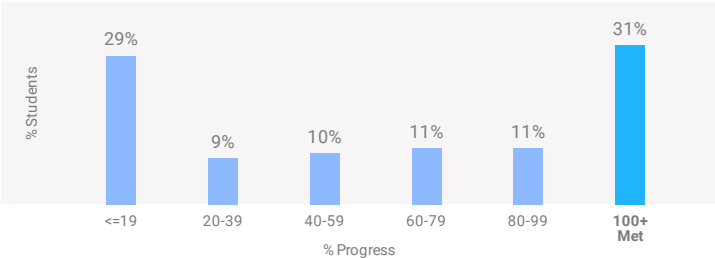
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

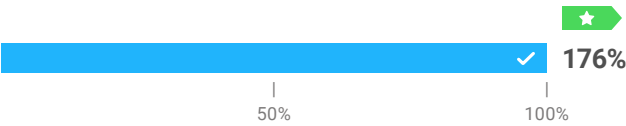
Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	166%	65%	62%	33%	67%	82/82
Grade 7	252%	77%	79%	38%	74%	74/74
Grade 8	122%	53%	41%	23%	55%	78/79

School	VIEW PARK PREPARATORY CHARTER MIDDLE
Subject	Reading
Academic Year	2023 - 2024
Student with Disabilities	Yes - Student with Disabilities
Comparison Diagnostic	Final Diagnostic

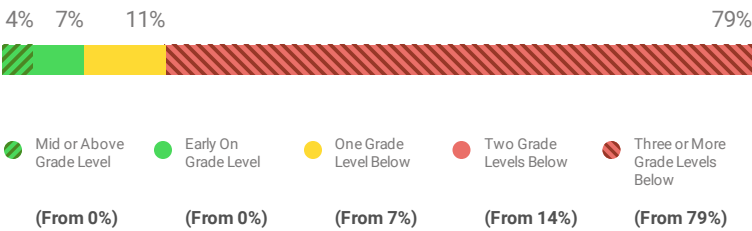
Students Assessed/Total: 28/29

Progress to Annual Typical Growth (Median)

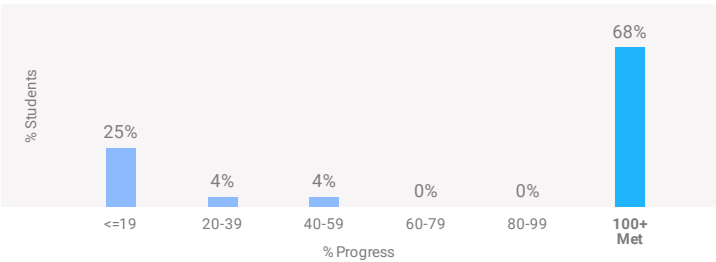


The median percent progress towards Typical Growth for this school is 176%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

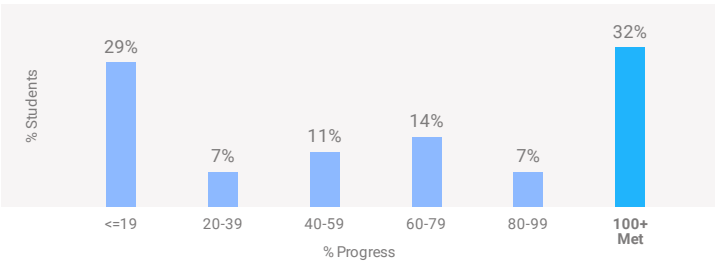
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

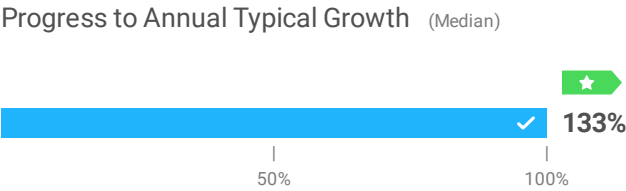
Grade

Showing 3 of 3

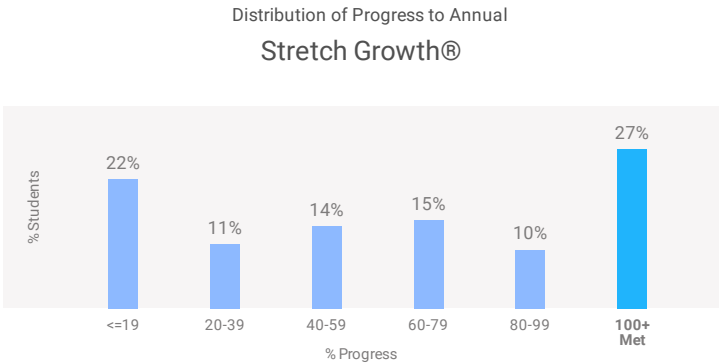
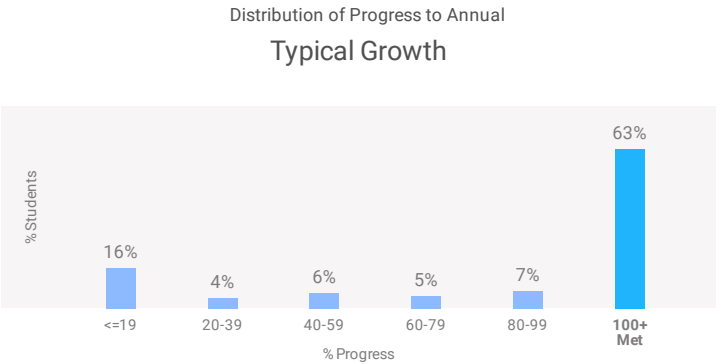
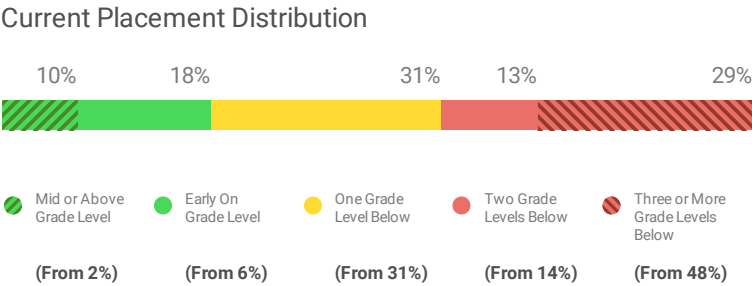
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	161%	63%	60%	38%	50%	8/8
Grade 7	262%	70%	89%	40%	80%	10/10
Grade 8	133%	70%	48%	20%	60%	10/11

School	VIEW PARK PREPARATORY CHARTER MIDDLE
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

Students Assessed/Total: 242/243



The median percent progress towards Typical Growth for this school is 133%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

Grade

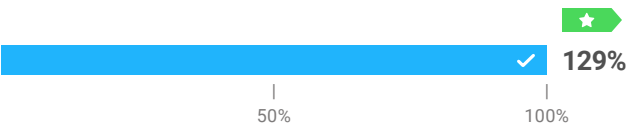
Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	93%	49%	46%	13%	58%	85/85
Grade 7	154%	76%	70%	31%	68%	75/75
Grade 8	163%	65%	65%	39%	65%	82/83

School	VIEW PARK PREPARATORY CHARTER MIDDLE
Subject	Math
Academic Year	2023 - 2024
Race	Black or African American
Comparison Diagnostic	Final Diagnostic

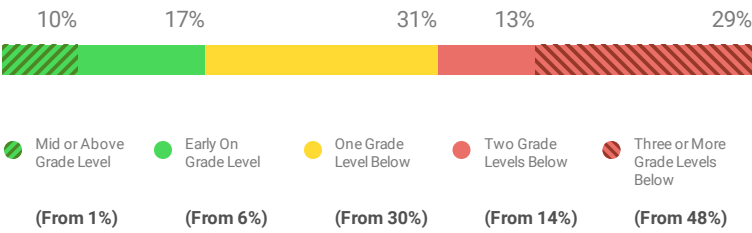
Students Assessed/Total: 208/209

Progress to Annual Typical Growth (Median)

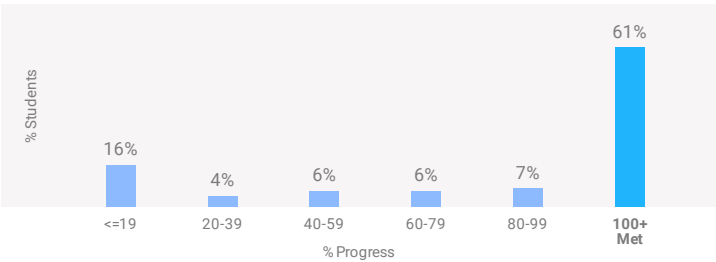


The median percent progress towards Typical Growth for this school is 129%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

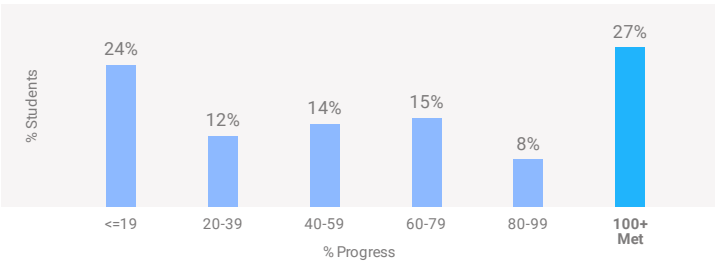
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



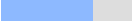
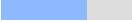
Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

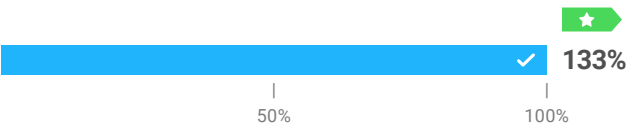
Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	 87%	47%	 42%	11%	55%	73/73
Grade 7	 152%	74%	 69%	32%	65%	66/66
Grade 8	 167%	62%	 65%	39%	64%	69/70

School	VIEW PARK PREPARATORY CHARTER MIDDLE
Subject	Math
Academic Year	2023 - 2024
Economically Disadvantaged	Yes - Economically Disadvantaged
Comparison Diagnostic	Final Diagnostic

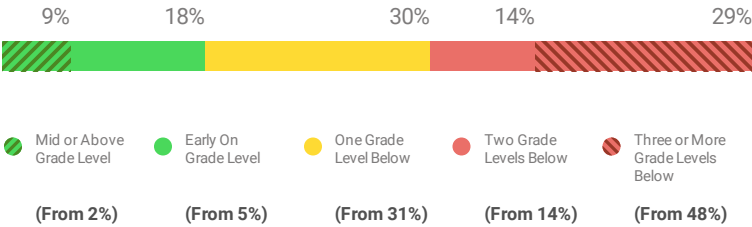
Students Assessed/Total: 235/235

Progress to Annual Typical Growth (Median)

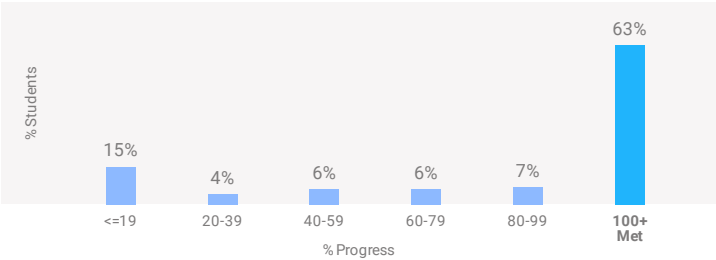


The median percent progress towards Typical Growth for this school is 133%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

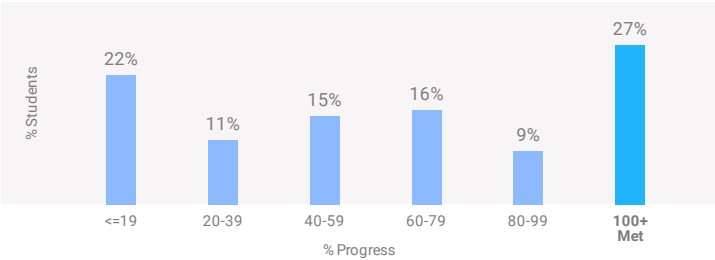
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

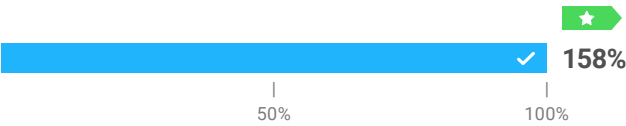
Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	100%	50%	48%	13%	59%	82/82
Grade 7	156%	76%	69%	31%	68%	74/74
Grade 8	158%	65%	65%	38%	65%	79/79

School	VIEW PARK PREPARATORY CHARTER MIDDLE
Subject	Math
Academic Year	2023 - 2024
Student with Disabilities	Yes - Student with Disabilities
Comparison Diagnostic	Final Diagnostic

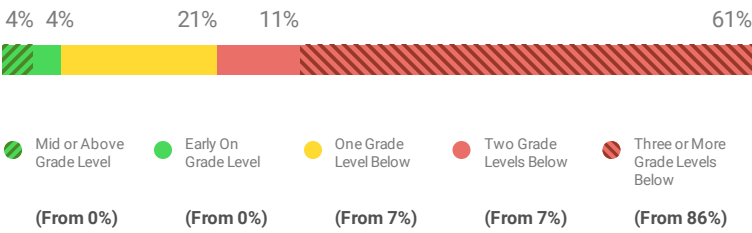
Students Assessed/Total: 28/29

Progress to Annual Typical Growth (Median)

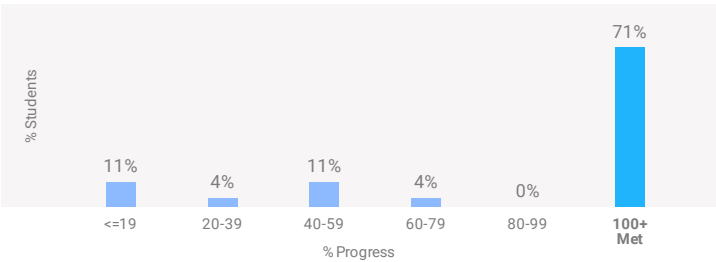


The median percent progress towards Typical Growth for this school is 158%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

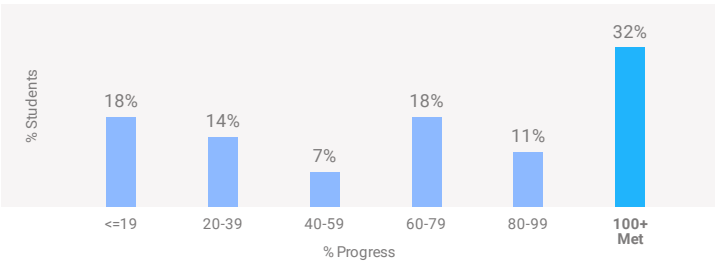
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



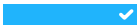
Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

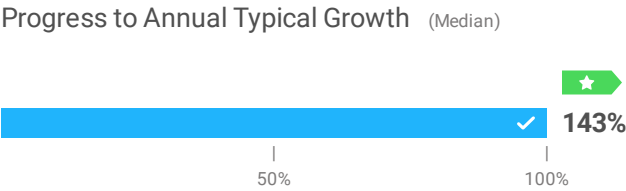
Grade

Showing 3 of 3

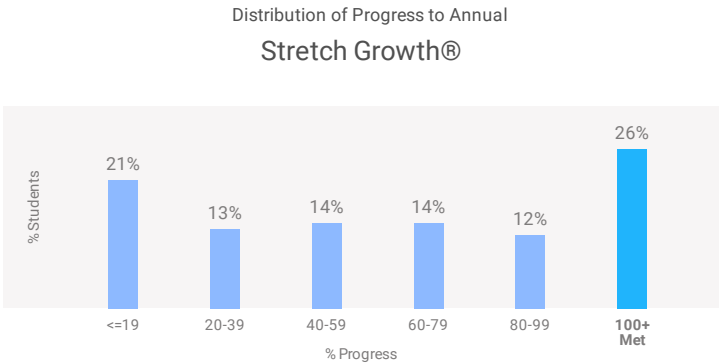
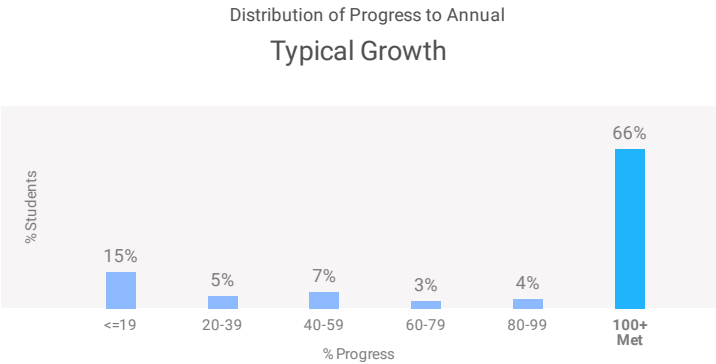
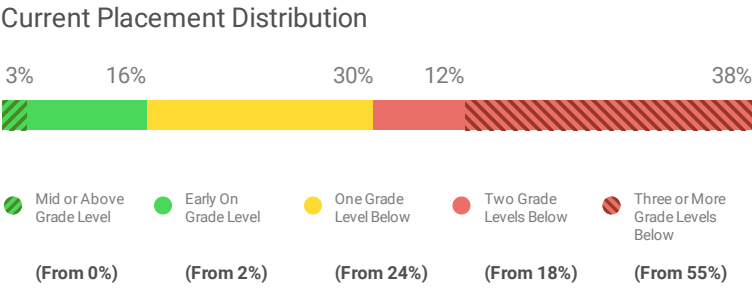
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	 162%	88%	 75%	25%	88%	8/8
Grade 7	 139%	60%	 55%	30%	60%	10/10
Grade 8	 154%	70%	 60%	40%	70%	10/11

School	VIEW PARK PREPARATORY CHARTER MIDDLE
Subject	Math
Academic Year	2022 - 2023
Comparison Diagnostic	Final Diagnostic

Students Assessed/Total: 262/262



The median percent progress towards Typical Growth for this school is 143%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

Grade

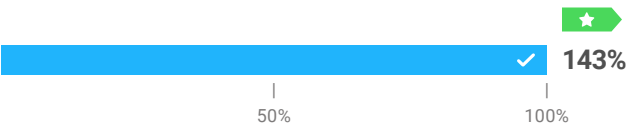
Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	 147%	72%	 63%	27%	72%	82/82
Grade 7	 146%	70%	 65%	31%	72%	86/86
Grade 8	 132%	56%	 52%	21%	67%	94/94

School	VIEW PARK PREPARATORY CHARTER MIDDLE
Subject	Math
Academic Year	2022 - 2023
Comparison Diagnostic	Final Diagnostic

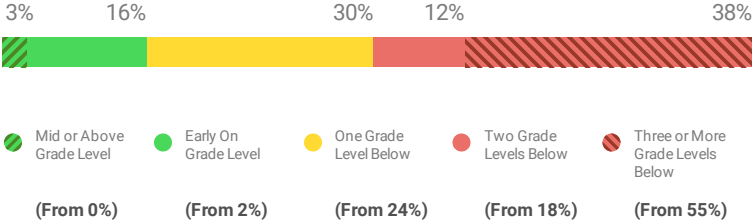
Students Assessed/Total: 262/262

Progress to Annual Typical Growth (Median)



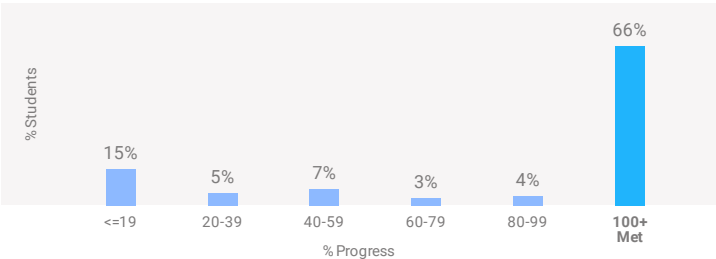
The median percent progress towards Typical Growth for this school is 143%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

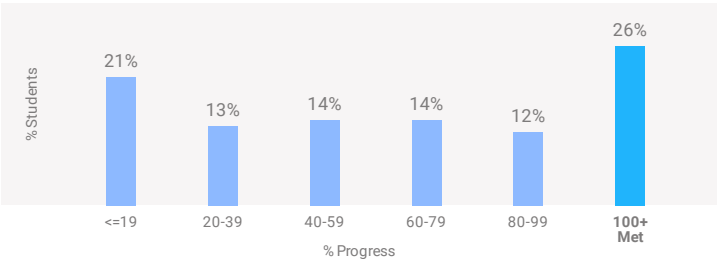


Mid or Above Grade Level (From 0%) Early On Grade Level (From 2%) One Grade Level Below (From 24%) Two Grade Levels Below (From 18%) Three or More Grade Levels Below (From 55%)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



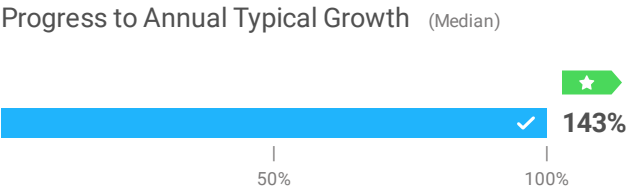
Choose to Show Results By		Secondary Demographic to Show Results By					
Grade		Race				Showing 12 of 12	
Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	Overall	147%	72%	63%	27%	72%	82/82
Grade 6	Black or African American	153%	77%	66%	23%	78%	64/64
Grade 6	White	114%	67%	53%	0%	67%	3/3
Grade 6	Not Reported	133%	53%	57%	47%	47%	15/15
Grade 7	Overall	146%	70%	65%	31%	72%	86/86
Grade 7	Black or African American	146%	68%	64%	32%	72%	75/75

School	VIEW PARK PREPARATORY CHARTER MIDDLE
Subject	Math
Academic Year	2022 - 2023
Comparison Diagnostic	Final Diagnostic

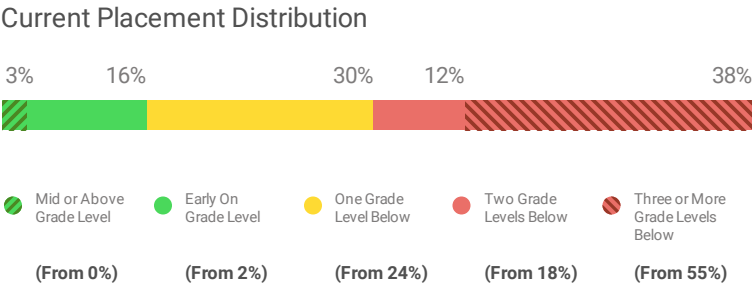
Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	White	✓ 158%	80%	82%	20%	60%	5/5
Grade 7	Not Reported	✓ 147%	83%	66%	33%	83%	6/6
Grade 8	Overall	✓ 132%	56%	52%	21%	67%	94/94
Grade 8	Black or African American	✓ 129%	56%	51%	22%	66%	86/86
Grade 8	White	✓ 165%	67%	67%	17%	67%	6/6
Grade 8	Not Reported	85%	50%	37%	0%	100%	2/2

School	VIEW PARK PREPARATORY CHARTER MIDDLE
Subject	Math
Academic Year	2022 - 2023
Comparison Diagnostic	Final Diagnostic

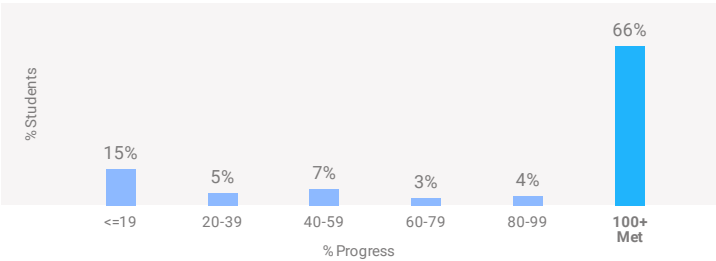
Students Assessed/Total: 262/262



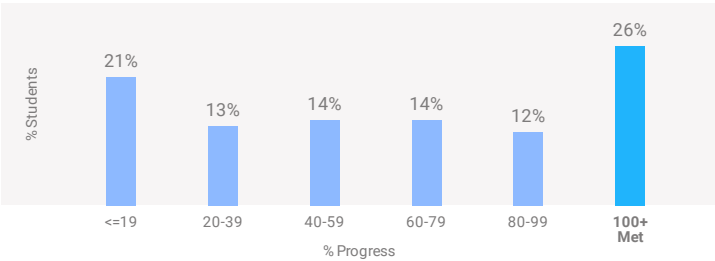
The median percent progress towards Typical Growth for this school is 143%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Distribution of Progress to Annual Typical Growth



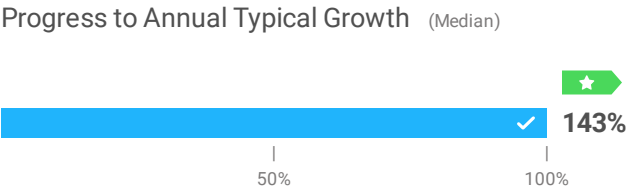
Distribution of Progress to Annual Stretch Growth®



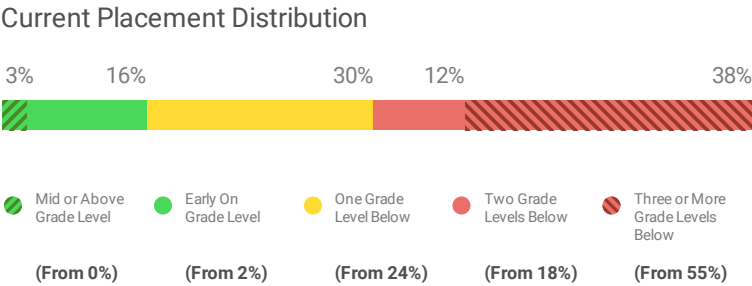
Choose to Show Results By		Secondary Demographic to Show Results By					
Grade		Economically Disadvantaged					
		Showing 6 of 6					
Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	Overall	147%	72%	63%	27%	72%	82/82
Grade 6	Not Reported	147%	72%	63%	27%	72%	82/82
Grade 7	Overall	146%	70%	65%	31%	72%	86/86
Grade 7	Not Reported	146%	70%	65%	31%	72%	86/86
Grade 8	Overall	132%	56%	52%	21%	67%	94/94
Grade 8	Not Reported	132%	56%	52%	21%	67%	94/94

School	VIEW PARK PREPARATORY CHARTER MIDDLE
Subject	Math
Academic Year	2022 - 2023
Comparison Diagnostic	Final Diagnostic

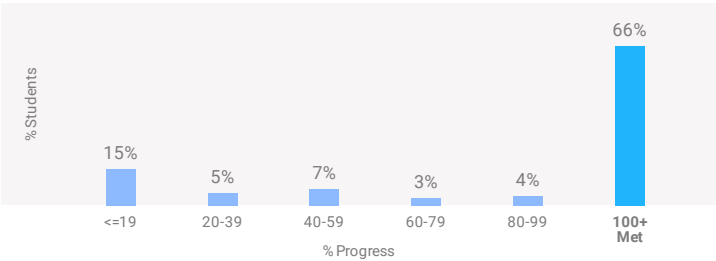
Students Assessed/Total: 262/262



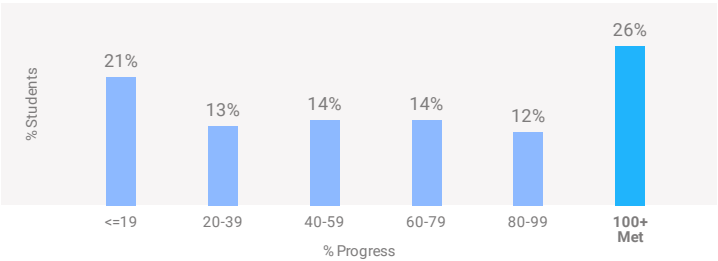
The median percent progress towards Typical Growth for this school is 143%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By		Secondary Demographic to Show Results By					
Grade		Student with Disabilities					
		Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
Grade	All	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	Overall	147%	72%	63%	27%	72%	82/82
Grade 6	Not Reported	147%	72%	63%	27%	72%	82/82
Grade 7	Overall	146%	70%	65%	31%	72%	86/86
Grade 7	Not Reported	146%	70%	65%	31%	72%	86/86
Grade 8	Overall	132%	56%	52%	21%	67%	94/94
Grade 8	Not Reported	132%	56%	52%	21%	67%	94/94

ATTACHMENT D



LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report
 DESEGREGATION IMPACT STATEMENT (DIS)
 ICEF VIEW PARK PREPARATORY MIDDLE
 BOARD OF EDUCATION REPORT 087 – 24/25
 November 19, 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 330 students in grades 6-8 in each year of the charter term.

II. Summary Description of Current District Practice:

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

III. Proposed Change:

The approval of this charter petition would renew the charter of ICEF View Park Preparatory Middle 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:


 HELENA YOON-FONTAMILLAS, ED.D.
 Specialist
 Charter Schools Division

APPROVED BY:


 KEITH H. ABRAHAMS, III
 Executive Director
 Student Integration Services

[Return to Order of Business](#)

TAB 20



Board of Education Report

File #: Rep-088-24/25, Version: 1

Approval of the Renewal Petition for Citizens of the World Charter School Silver Lake [PUBLIC HEARING]

November 19, 2024

Charter Schools Division

Action Proposed:

Approve the renewal petition for Citizens of the World Charter School Silver Lake (“Charter School”), located in Board District 2 and Region East, for five (5) years, beginning July 1, 2025 until June 30, 2030, to serve up to 1,196 students in grades TK-8 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:

Citizens of the World Charter School Silver Lake is a TK-8 school currently serving 715 students on a private site located at 110 N. Coronado St., Los Angeles, CA, 90026 and currently on the campus of Virgil Middle School, as a co-location through Proposition 39 located at 152 N. Vermont Ave., Los Angeles, CA, 90004 in Board District 2 and Region East. Citizens of the World Charter School Silver Lake was originally approved by the LAUSD Board of Education on February 7, 2012. On November 15, 2016, the charter school was renewed for a five-year term to serve up to 912 students in grades TK-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Citizens of the World Charter School Silver Lake expires June 30, 2025.

On August 22, 2024, Citizens of the World Charter School Silver Lake submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through November 20, 2024.

An initial Public Hearing was held on September 10, 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 Citizens of the World Charter School Silver Lake 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. 088, accompanying documents, and transcript of

the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of 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 - Citizens of the World Charter School Silver Lake Data Set

Attachment C - Desegregation Impact Statement

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

[≤https://drive.google.com/drive/folders/1bPtA5MgX6u8Oz_lQi-yEt3VQ57Z6edh-?usp=drive_link≥](https://drive.google.com/drive/folders/1bPtA5MgX6u8Oz_lQi-yEt3VQ57Z6edh-?usp=drive_link)

Informatives:

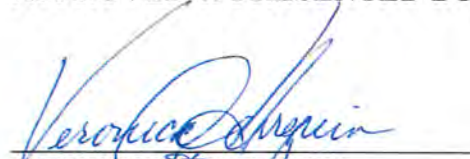
Not applicable

Submitted:

10/22/2024

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.

STAFF ASSESSMENT AND RECOMMENDATION REPORT

RENEWAL PETITION

Board of Education Report 088-24/25

November 19, 2024

School Name:	Citizens of the World Charter School Silver Lake			BOARD IS REQUIRED TO TAKE ACTION BY: November 20, 2024
Type of Charter School:	Start-Up Independent Charter School			
Charter Operator	Citizens of the World Charter Schools Los Angeles			
Location Code:	2260			
Type of Site(s):	(1) Private (2) Proposition 39 Co-Location			
Site Address(es):	(1) 110 N. Coronado St., Los Angeles, CA 90026 (2) 152 N. Vermont Ave, Los Angeles, CA 90004 (Virgil MS Campus)			
Board District(s):	2	Region(s):	East	
Grade Levels Served:	TK-8	Current Enrollment:	715	
Grade Levels Authorized in Current Charter:	TK-8	Approved Enrollment in Current Charter:	1,196	
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 Citizens of the World Charter School Silver Lake ("CWC Silver Lake" or "Charter School"), located in Board District 2 and Region East, for a term of five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 1,196 students in grades TK-8 in each year of the charter term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

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

- Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 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

	Citizens of the World Charter School Silver Lake
Initial Authorization:	On February 7, 2012, Citizens of the World Charter School Silver Lake (formerly named Citizens of the World 2) was authorized by the LAUSD Board of Education to serve 912 students in grades K-7.
Most Recent Renewal	The charter was renewed on November 15, 2016 for a five-year term (July 1, 2017 - June 30, 2025) to serve up to 912 students in grades TK-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term

	Citizens of the World Charter School Silver Lake
	for Citizens of the World Charter School Silver Lake expires June 30, 2025.
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on May 1, 2018, to amend admissions preferences, update credentialing requirements, and increase enrollment (from 912 to 1,196).
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Citizens of the World Charter School Silver Lake submitted its renewal petition application on August 22, 2024. The 90-day statutory timeline for Board action on the petition runs through November 20, 2024.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Citizens of the World Charter School Silver Lake implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Citizens of the World Charter School Silver Lake participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

CWC Silver Lake is part of the network of five charter schools affiliated with Citizens of the World Charter Schools – Los Angeles (CWC LA). Citizens of the World Charter Schools (CWCS) and CWC LA are both California nonprofit public benefit corporations. CWCS is the sole statutory member of CWC LA and has a licensing and affiliation agreement with CWC LA.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Citizens of the World Charter School Silver Lake 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 has attained measurable increases in academic achievement schoolwide and for numerically significant student groups. Please see the attached Citizens of the World Charter School Silver Lake Data Set.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels were 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.

Citizens of the World Charter School Silver Lake Dashboard Indicators

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

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

c. English Language Arts Indicator

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

Citizens of the World Charter School Silver Lake - 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	-0.4	Low	-12.2	Higher
Black or African American	Not Met	Low	-64.3	Low	-57.7	Lower
Asian	Met	Very High	75.9	Very High	63.0	Higher
Latino	Met	Low	-50.6	Low	-38.6	Lower
Two or More Races	Met	High	42.1	High	25.1	Higher
White	Not Met	High	42.9	High	21.9	Higher
English Learner	Met	Low	-39.9	Low	-61.2	Higher
Socioeconomically Disadvantaged	Met	Low	-29.0	Low	-41.4	Higher
Students with Disabilities	Met	Very Low	-85.6	Very Low	-97.3	Higher

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

Citizens of the World Charter School Silver Lake - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Orange	-15.0	-14.6	Orange	-13.6	Lower
Black or African American	Met	Yellow	-37.7	30.2	Orange	-59.6	Higher
Asian	Met	Green	54.9	-21.0	Blue	61.8	Lower
Latino	Met	Orange	-57.7	-7.2	Orange	-40.2	Lower
Two or More Races	Met	Green	44.9	2.8	Green	24.3	Higher
White	Met	Blue	45.3	2.8	Green	20.8	Higher
English Learner	Met	Orange	-60.5	-20.5	Orange	-67.7	Higher
Socioeconomically Disadvantaged	Met	Orange	-44.2	-15.3	Orange	-42.6	Lower
Students with Disabilities	Met	Red	-83.6	2.1	Red	-96.3	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 higher than the state for All Students and higher than the state for six of eight 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 seven of eight numerically significant student groups.

Citizens of the World Charter School Silver Lake - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Not Met	Low	-39.0	Low	-51.7	Higher
Black or African American	Not Met	Low	-95.0	Very Low	-106.9	Higher
Asian	Met	Very High	37.8	Very High	48.4	Lower
Latino	Met	Low	-84.3	Low	-83.4	Lower
Two or More Races	Met	High	6.5	Medium	-9.9	Higher
White	Not Met	Medium	-1.4	Medium	-13.4	Higher
English Learner	Met	Low	-70.5	Low	-92.0	Higher
Socioeconomically Disadvantaged	Met	Low	-64.9	Low	-84.0	Higher
Students with Disabilities	Met	Very Low	-108.9	Very Low	-130.8	Higher

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

Citizens of the World Charter School Silver Lake - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Orange	-41.3	-2.1	Orange	-49.1	Higher
Black or African American	Met	Yellow	-78.2	23.3	Red	-104.5	Higher
Asian	Met	Blue	50.4	12.6	Blue	50.8	Lower
Latino	Met	Yellow	-80.6	3.7	Orange	-80.8	Higher
Two or More Races	Met	Green	17.7	11.3	Yellow	-7.4	Higher
White	Met	Green	9.1	12.0	Yellow	-11.1	Higher
English Learner	Met	Orange	-76.9	-6.4	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Orange	-66.2	-1.3	Yellow	-80.8	Higher
Students with Disabilities	Met	Orange	-96.5	12.4	Orange	-127.3	Higher

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

e. English Learner Progress Indicator

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

Citizens of the World Charter School Silver Lake - 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 High	75%	Medium	50.3%	Higher

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

Citizens of the World Charter School Silver Lake - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Orange	48.1%	-26.9%	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 school's rate of chronic absenteeism was higher than the state for All Students and for seven of eight 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 all numerically significant student groups.

In order to improve chronic absenteeism, school leaders report implementing daily monitoring and communication of absences; attendance incentives and rewards; and wellness checks and home visits.

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 seven of the nine numerically significant student groups and higher than the state for two 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

Citizens of the World Charter School Silver Lake's teachers are currently represented by United Teachers of Los Angeles (UTLA).

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

In accordance with Education Code section 47604.32, the District's Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following four categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*,

(2) *Developing*, and (1) *Unsatisfactory*. Please see below for Citizens of the World Silver Lake 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>Proficient</i>
2023-2024	<i>Developing</i>
Concerns	The rating of <i>Developing</i> in 2023-2024 was a result of the average score of CA School Dashboard indicators. The CSD continues to monitor Citizens of the World Charter School Silver Lake's performance in this category as part of the annual oversight.

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>Proficient</i>
Concerns	The rating of <i>Developing</i> in 2022-2023 was primarily due to CWC LA's 2021-2022 annual independent audit report that disclosed a material weakness related to Financial Statement Preparation and Audit Adjustments, and Charter School's reliance on intra-entity loans from CWC Regional Support Office for cash flow needs, as well as declining student enrollment. The CSD continues to monitor Citizens of the World Silver Lake's performance in this category as part of the annual oversight.

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.

Citizens of the World Charter School Silver Lake did not submit verified data for consideration as part of its renewal application.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

CWC Silver Lake's fiscal condition is positive.

	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Unaudited Actuals)
Net Assets	\$648,672	\$687,531	\$795,353	\$512,490	\$516,374
Net Income/Loss	\$6,758	\$38,859	\$107,822	(\$282,863) *	\$3,884
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Norm Enrollment **	872	866	798	719	732

CWC Silver Lake owed intra-organizational payable balances of \$1,100,000, \$1,231,429, \$2,101,195, and \$120,000, respectively, to the CWC Regional Support Office for Fiscal Years 2019-2020 through 2022-2023. While the school has maintained positive net assets in the most recent four audited years, supported by a stable revenue stream from fundraising revenues, the CSD will continue to monitor Charter School's reliance on payables to finance operations, considering the potential volatility of fundraising revenues.

* CWC LA explained that the net loss reported for Fiscal Year 2022-2023 was primarily attributed to non-cash expenses totaling \$580,559, resulting from the implementation of the Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) 842 on Leases. When excluding the non-cash expenses, Charter School would have reported a net income. CWC LA further noted that CWC Silver Lake's Earnings Before Interest, Taxes, Depreciation, Amortization, and Rent (EBITDAR) was positive for Fiscal Year 2022-2023, and they expect to maintain positive EBITDAR in future years.

** CWC Silver Lake 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.

Citizens of the World Charter School – Los Angeles					
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)
5	5	\$2,806,548	(\$571,932) *	\$39,279	\$18,848

* CWC LA explained that the net loss reported for the charter operator for Fiscal Year 2022-2023, including its related parties and its charter schools, was primarily attributed to non-cash property-related entries – specifically ASC 842 lease entries and high depreciation expenses – as CWC LA owns its facilities. CWC LA also noted that, excluding related parties, the net income for school-related financial activities would be positive at \$321,307.

Citizens of the World Charter School Silver Lake

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
E	2	2260	Citizens of the World Charter School Silver Lake	All Students	485	-0.4	Medium	-12.2	Low	Higher	430	Orange	-15	-14.6	Declined	Orange	-13.6	-1.4	Maintained	Lower
				American Indian or Alaska Native	*	-	No Performance Level	-49.3	Low	--	*	No Color	--	--	No Change Level	Orange	-47.9	2	Maintained	--
				Asian	48	75.9	Very High	63	Very High	Higher	31	Green	54.9	-21	Declined Significantly	Blue	61.8	-1.2	Maintained	Lower
				Black or African American	47	-64.3	Low	-57.7	Low	Lower	36	Yellow	-37.7	30.2	Increased Significantly	Orange	-59.6	-2	Maintained	Higher
				English Learner	87	-39.9	Low	-61.2	Low	Higher	93	Orange	-60.5	-20.5	Declined Significantly	Orange	-67.7	-6.5	Declined	Higher
				Filipino	16	23.2	No Performance Level	42.9	High	--	15	No Color	16.9	0.7	Maintained	Green	44	1.1	Maintained	--
				Foster Youth	*	-	No Performance Level	-85.6	Very Low	--	*	No Color	--	--	No Change Level	Red	-89.2	-2.5	Maintained	--
				Homeless Youth	*	-	No Performance Level	-62.9	Low	--	*	No Color	--	--	No Change Level	Orange	-67.9	-5	Declined	--
				Latino	203	-50.6	Low	-38.6	Low	Lower	221	Orange	-57.7	-7.2	Declined	Orange	-40.2	-1.7	Maintained	Lower
				Native Hawaiian or Pacific Islander	*	-	No Performance Level	-29.1	Low	--	0	--	--	--	--	Orange	-32.5	-3.4	Declined	--
				Socioeconomically Disadvantaged	278	-29.0	Low	-41.4	Low	Higher	262	Orange	-44.2	-15.3	Declined Significantly	Orange	-42.6	-1.2	Maintained	Lower
				Students with Disabilities	87	-85.6	Very Low	-97.3	Very Low	Higher	87	Red	-83.6	2.1	Maintained	Red	-96.3	1.8	Maintained	Higher
				Two or More Races	33	42.1	High	25.1	High	Higher	31	Green	44.9	2.8	Maintained	Green	24.3	-0.8	Maintained	Higher
				White	142	42.9	High	21.9	High	Higher	95	Blue	45.3	2.8	Maintained	Green	20.8	-1.2	Maintained	Higher

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 **	95%	100%	96%	90%	98%	88%	50%	100%	96%	100%	95%	95%	97%	94%
Participation Rate Met 2022 *	Yes	Yes	Yes	No	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No
Percent of students tested in 2023	98%	100%	97%	100%	100%	100%	100%	100%	99%	--	100%	99%	100%	96%
Participation Rate Met 2023	Yes	Yes	Yes	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

Citizens of the World Charter School Silver Lake

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
E	2	2260	Citizens of the World Charter School Silver Lake	All Students	485	-39.0	Low	-51.7	Low	Higher	428	Orange	-41.3	-2.1	Maintained	Orange	-49.1	2.6	Maintained	Higher
				American Indian or Alaska Native	*	-	No Performance Level	-90.4	Low	--	*	No Color	--	--	No Change Level	Yellow	-87.3	4.6	Increased	--
				Asian	48	37.8	Very High	48.4	Very High	Lower	31	Blue	50.4	12.6	Increased	Blue	50.8	2.3	Maintained	Lower
				Black or African American	47	-95.0	Low	-106.9	Very Low	Higher	36	Yellow	-78.2	23.3	Increased Significantly	Red	-104.5	2.6	Maintained	Higher
				English Learner	87	-70.5	Low	-92.0	Low	Higher	92	Orange	-76.9	-6.4	Declined	Orange	-93.4	-1.4	Maintained	Higher
				Filipino	16	-18.2	No Performance Level	2.7	High	--	15	No Color	-0.5	30.4	Increased Significantly	Green	7.4	4.8	Increased	--
				Foster Youth	*	-	No Performance Level	-126.3	Very Low	--	*	No Color	--	--	No Change Level	Red	-127.4	1.4	Maintained	--
				Homeless Youth	*	-	No Performance Level	-101.8	Very Low	--	*	No Color	--	--	No Change Level	Red	-101.3	0.5	Maintained	--
				Latino	203	-84.3	Low	-83.4	Low	Lower	220	Yellow	-80.6	3.7	Increased	Orange	-80.8	2.6	Maintained	Higher
				Native Hawaiian or Pacific Islander	*	-	No Performance Level	-71.3	Low	--	0	--	--	--	--	Orange	-71.3	0.0	Maintained	--
				Socioeconomically Disadvantaged	278	-64.9	Low	-84.0	Low	Higher	260	Orange	-66.2	-1.3	Maintained	Yellow	-80.8	3.2	Increased	Higher
				Students with Disabilities	87	-108.9	Very Low	-130.8	Very Low	Higher	86	Orange	-96.5	12.4	Increased	Orange	-127.3	5.5	Increased	Higher
				Two or More Races	33	6.5	High	-9.9	Medium	Higher	31	Green	17.7	11.3	Increased	Yellow	-7.4	2.5	Maintained	Higher
				White	142	-1.4	Medium	-13.4	Medium	Higher	94	Green	9.1	12.0	Increased	Yellow	-11.1	2.3	Maintained	Higher

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 **	94%	100%	100%	90%	98%	88%	100%	100%	96%	100%	95%	95%	97%	93%
Participation Rate Met 2022 *	No	Yes	Yes	No	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
Percent of students tested in 2023	98%	100%	97%	100%	98%	100%	100%	100%	98%	--	99%	98%	100%	95%
Participation Rate Met 2023	Yes	Yes	Yes	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

Citizens of the World Charter School Silver Lake

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
E	2	2260	Citizens of the World Charter School Silver Lake	English Learner	104	75.0%	Very High	50.3%	Medium	Higher	81	Orange	48.1%	-26.9%	Declined 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	131	128	97.7%	Yes
2023	120	120	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		
Citizens of the World Charter School Silver Lake		State
ELs Who Progressed at Least One ELPI Level	60.6%	47.5%
ELs Who Maintained ELPI Level 4	14.4%	2.8%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	16.3%	31.4%
ELs Who Decreased at Least One ELPI Level	8.7%	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		
Citizens of the World Charter School Silver Lake		State
ELs Who Progressed at Least One ELPI Level	46.9%	46.4%
ELs Who Maintained ELPI Level 4	1.2%	2.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	29.6%	32.7%
ELs Who Decreased at Least One ELPI Level	22.2%	18.6%

Citizens of the World Charter School Silver Lake

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/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/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																				
RG	BD	Location 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
E	2	2260	Citizens of the World Charter School Silver Lake	All Students	827	43.3%	Very High	30.0%	Very High	Higher	764	Yellow	34.0%	-9.3%	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	93	18.3%	High	11.5%	High	Higher	70	Red	21.4%	3.1%	Increased	Yellow	10.1%	-1.4	Declined	Higher
				Black or African American	70	55.7%	Very High	42.9%	Very High	Higher	63	Orange	46.0%	-9.7%	Declined	Yellow	36.4%	-6.5	Declined Significantly	Higher
				English Learner	137	46.7%	Very High	33.6%	Very High	Higher	124	Orange	40.3%	-6.4%	Declined	Yellow	26.3%	-7.3	Declined Significantly	Higher
				Filipino	25	28.0%	No Performance Level	16.2%	High	--	29	No Color	27.6%	-0.4%	Maintained	Yellow	13.8%	-2.4	Declined	--
				Foster Youth	*	--	No Performance Level	42.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	33.6%	-8.5	Declined Significantly	--
				Homeless Youth	*	--	No Performance Level	45.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	38.7%	-6.4	Declined Significantly	--
				Latino	354	54.0%	Very High	35.8%	Very High	Higher	391	Yellow	38.9%	-15.1%	Declined Significantly	Yellow	28.4%	-7.4	Declined Significantly	Higher
				Native Hawaiian or Pacific Islander	*	--	No Performance Level	43.9%	Very High	--	0	--	--	--	--	Yellow	37.6%	-6.3	Declined Significantly	--
				Socioeconomically Disadvantaged	465	51.4%	Very High	37.4%	Very High	Higher	461	Yellow	39.0%	-12.4%	Declined Significantly	Yellow	29.9%	-7.5	Declined Significantly	Higher
				Students with Disabilities	132	47.0%	Very High	39.6%	Very High	Higher	126	Orange	34.9%	-12.0%	Declined	Yellow	33.1%	-6.5	Declined Significantly	Higher
				Two or More Races	60	25.0%	Very High	25.1%	Very High	Lower	56	Red	25.0%	0.0%	Maintained	Yellow	21.6%	-3.5	Declined Significantly	Higher
				White	223	39.0%	Very High	21.9%	Very High	Higher	154	Yellow	27.3%	-11.7%	Declined Significantly	Yellow	18.5%	-3.5	Declined Significantly	Higher

Data Sources: California School Dashboard Research data files 2023

Citizens of the World Charter School Silver Lake

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
E	2	2260	Citizens of the World Charter School Silver Lake	All Students	843	0.6%	Low	3.1%	Medium	Lower	779	Orange	3.0%	2.4%	Increased Significantly	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	94	0.0%	Very Low	0.9%	Very Low	Lower	70	Orange	1.4%	1.4%	Increased	Green	1.1%	0.2%	Maintained	Higher
				Black or African American	70	1.4%	Medium	7.9%	High	Lower	67	Orange	3.0%	1.6%	Increased	Red	8.8%	0.9%	Increased	Lower
				English Learner	138	0.0%	Very Low	3.2%	Medium	Lower	125	Orange	3.2%	3.2%	Increased	Orange	3.7%	0.5%	Increased	Lower
				Filipino	25	0.0%	No Performance Level	1.2%	Low	--	32	No Color	0.0%	0.0%	Maintained	Green	1.3%	0.1%	Maintained	Lower
				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	360	0.8%	Low	3.3%	Medium	Lower	396	Orange	3.0%	2.2%	Increased Significantly	Orange	3.8%	0.5%	Increased	Lower
				Native Hawaiian or Pacific Islander	*	--	No Performance Level	4.5%	Medium	--	0	--	--	--	--	Orange	4.9%	0.4%	Increased	--
				Socioeconomically Disadvantaged	471	0.6%	Low	4.0%	Medium	Lower	466	Red	3.4%	2.8%	Increased Significantly	Orange	4.5%	0.5%	Increased	Lower
				Students with Disabilities	132	0.8%	Low	5.4%	High	Lower	128	Orange	4.7%	3.9%	Increased	Orange	5.9%	0.5%	Increased	Lower
				Two or More Races	60	0.0%	Very Low	2.9%	Medium	Lower	57	Blue	0.0%	0.0%	Maintained	Orange	3.3%	0.4%	Increased	Lower
				White	231	0.4%	Very Low	2.6%	Medium	Lower	156	Red	5.1%	4.7%	Increased Significantly	Yellow	2.9%	0.2%	Maintained	Higher

Data Sources: California School Dashboard Research data files 2023

Citizens of the World Charter School Silver Lake

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/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/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
E	2	2260	Citizens of the World Charter School Silver Lake	736	64.8%	0.0%	0.1%	7.5%	8.0%	15.4%	4.9%	0.5%	1.5%	51.4%	0.0%	0.0%	0.0%	64.8%	14.8%	9.6%	18.5%
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
E	2	2260	Citizens of the World Charter School Silver Lake	715	55.7%	0.0%	0.1%	9.1%	7.4%	15.4%	3.8%	0.4%	0.3%	51.5%	0.0%	0.0%	0.1%	56.2%	15.2%	7.0%	21.0%
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/sd/filesenr.asp>

Citizens of the World Charter School Silver Lake

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
E	2	2260	Citizens of the World Charter School Silver Lake	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>

Citizens of the World Charter School Silver Lake

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	
					Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
E	2	2260	Citizens of the World Charter School Silver Lake	LTEL 6+ Years	8	4.2%	226,535	11.1%	12	6.6%
				At-Risk 4-5 Years	26	13.8%	144,190	7.1%	17	9.3%
				EL 0-3 Years	63	33.3%	505,487	24.8%	65	35.7%
				EL 4+ Years Not At-Risk or LTEL	13	6.9%	236,323	11.6%	19	10.4%
				EL total	110	58.2%	1,112,535	54.5%	113	62.1%
				RFEP	79	41.8%	927,723	45.5%	69	37.9%
				Total (Ever)	189	100.0%	2,040,258	100.0%	182	100.0%

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

Citizens of the World Charter School Silver Lake

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/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/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 Special Education Enrollment

RG	BD	Location Code	School	OCT 2023 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
E	2	2260	Citizens of the World Charter School Silver Lake	736	109	14.8%
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 %
E	2	2260	Citizens of the World Charter School Silver Lake	715	109	15.2%
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
E	2	2260	Citizens of the World Charter School Silver Lake	72.2%	27.8%	27	0	0	0	0	1	1	0	21	1	31	26	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
E	2	2260	Citizens of the World Charter School Silver Lake	73.4%	26.6%	25	0	0	1	0	1	1	0	17	1	38	25	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

**LOS ANGELES UNIFIED SCHOOL DISTRICT****Board of Education Report****DESEGREGATION IMPACT STATEMENT (DIS)**

Citizens of the World Charter School Silver Lake

BOARD OF EDUCATION REPORT 088 – 24/25

November 19, 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 1,196 students in grades TK-8 in each year of the charter term.

II. Summary Description of Current District Practice:

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

III. Proposed Change:

The approval of this charter petition would renew the charter of Citizens of the World Charter School Silver Lake 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:

ELIAS JUAREZ
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

TAB 21



Board of Education Report

File #: Rep-089-24/25, Version: 1

Approval of the Renewal Petition for Ednovate - Brio College Prep [PUBLIC HEARING]
November 19, 2024
Charter Schools Division

Action Proposed:

Approve the renewal petition for Ednovate - Brio College Prep (“Charter School”), located in Board District 2 and Region East, for five (5) years, beginning July 1, 2025 until June 30, 2030, to serve up to 500 students in grades 9-12 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:

Ednovate - Brio College Prep is a 9-12 school currently serving 496 students on a private facility in East Los Angeles at 350 S. Figueroa Street, Suite #100, Los Angeles, CA, 90071 in Board District 2 and Region East. Ednovate - Brio College Prep was originally approved by the LAUSD Board of Education on April 12, 2016. 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 Ednovate - Brio College Prep expires June 30, 2025.

On August 21, 2024, Ednovate - Brio College Prep submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through November 19, 2024.

An initial Public Hearing was held on September 10, 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 Ednovate, Inc. 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. 089, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of 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.

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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 - Ednovate - Brio College Prep Data Set

Attachment C - Verified Data Reports

Attachment D - Ednovate - Brio College Prep RSM Data

Attachment E - Desegregation Impact Statement

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

[≤https://drive.google.com/drive/folders/1q-4rHhFnGZIIFBnDdVPBpRNU2AjKwzQD?usp=drive_link≥](https://drive.google.com/drive/folders/1q-4rHhFnGZIIFBnDdVPBpRNU2AjKwzQD?usp=drive_link)

Informatives:

Not applicable

Submitted:

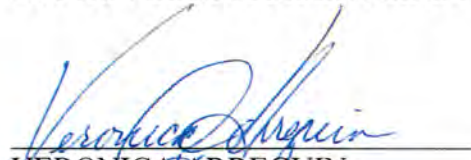
10/22/24

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RESPECTFULLY SUBMITTED,


ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:


VERONICA ARREGUIN
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:


DEVORA NAVERA REED
General Counsel

☒ Approved as to form.

APPROVED & PRESENTED BY:


JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division

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 089-24/25

November 19, 2024

School Name:	Ednovate – Brio College Prep			BOARD IS REQUIRED TO TAKE ACTION BY: November 19, 2024
Type of Charter School:	Start-Up Independent Charter School			
Charter Operator	Ednovate, Inc.			
Location Code:	7555			
Type of Site(s):	Private			
Site Address(es):	350 S. Figueroa Street, Suite #100, Los Angeles, CA 90071			
Board District(s):	2	Region(s):	East	
Grade Levels Served:	9-12	Current Enrollment:	496	
Grade Levels Authorized in Current Charter:	9-12	Approved Enrollment in Current Charter:	500	
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 Ednovate – Brio College Prep (“Charter School”), located in Board District 2 and Region East, for a term of five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 500 students in grades 9-12 in each year of the charter term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners 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

	Ednovate – Brio College Prep
Initial Authorization:	On April 12, 2016, Ednovate – Brio College Prep (formerly named Ednovate USC College Prep, Blue Campus; and Ednovate USC College Prep, Pico Union/Westlake Campus) was authorized by the LAUSD Board of Education to serve 500 students in grades 9-12.
Most Recent Renewal	This is the charter school's first consideration for renewal. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and

	Ednovate – Brio College Prep
	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 Ednovate – Brio College Prep expires June 30, 2025.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Ednovate – Brio College Prep submitted its renewal petition application on August 21, 2024. The 90-day statutory timeline for Board action on the petition runs through November 19, 2024.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Ednovate – Brio College Prep implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Ednovate – Brio College Prep participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Ednovate – Brio College Prep is operated by Ednovate, Inc., a California nonprofit public benefit corporation that also operates five other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Ednovate – Brio College Prep 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 DFS was lower than the state in Math on the California School Dashboard. However, the charter school provided one year of verified data which demonstrated one year's progress for Grade 9, Grade 10, Grade 11, and Grade 12 and for the Latino student group in all four grade levels. The English Learner student group for Grades 9 and 11 did not meet one year's progress. The remaining grade levels for the English Learner student group and all grade levels for the Black or African American student group consisted of less than 11 students, and therefore, could not be reported. A further analysis showed that the charter school's performance was higher when compared

to the performance of Resident Schools Median (RSM) in both 2022 and 2023 in Math. Please see the attached Ednovate – Brio College Prep 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 were 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.

Ednovate-Brio College Prep Dashboard Indicators

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

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

c. English Language Arts Indicator

In 2022 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was lower 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.

Ednovate-Brio College Prep - 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	-21.4	Low	-12.2	Lower
Latino	Met	Low	-19.7	Low	-38.6	Higher
Socioeconomically Disadvantaged	Met	Low	-28.6	Low	-41.4	Higher

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

Ednovate-Brio College Prep - 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	16.0	37.4	Orange	-13.6	Higher
Latino	Met	Green	16.7	36.4	Orange	-40.2	Higher
Socioeconomically Disadvantaged	Met	Green	15.8	44.3	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.

In order to continue increasing student outcomes in Math, charter school leaders report adopting a new, Common Core-aligned curriculum and utilizing personalized lessons for individual and small group intervention.

Ednovate-Brio College Prep - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Very Low	-117.2	Low	-51.7	Lower
Latino	Met	Very Low	-116.1	Low	-83.4	Lower
Socioeconomically Disadvantaged	Met	Very Low	-122.5	Low	-84.0	Lower

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

Ednovate-Brio College Prep - 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	-95.4	21.8	Orange	-49.1	Lower
Latino	Met	Yellow	-95.2	20.9	Orange	-80.8	Lower
Socioeconomically Disadvantaged	Met	Yellow	-93.1	29.5	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 Low was the 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 Blue was higher than the state's color of Yellow. The charter school's English Learner Progress Rate was higher than the state's rate.

Ednovate-Brio College Prep - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Low	40.0%	Medium	50.3%	Lower

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

Ednovate-Brio College Prep - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Blue	63.3%	23.3%	Yellow	48.7%	Higher

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

f. College/Career Indicator

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

Ednovate-Brio College Prep - College/Career Indicator - 2022-2023

Student Group	Charter Level	Charter Prepared	State Level	State Prepared	Charter to State Comparison
All Students	Medium	39.7%	Medium	43.9%	Lower
Latino	Medium	41.7%	Medium	35.5%	Higher
Socioeconomically Disadvantaged	Medium	38.7%	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, the charter school's percentage of graduated students was lower than the state for All Students and for one out of two student groups. In 2023, the charter school's percentage of graduated students was higher than the state for All Students and for all numerically significant student groups. Ednovate – Brio College Prep's students must meet A-G requirements with a grade of "C-" or better.

i. Suspension Rate Indicator

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

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 Ednovate – Brio College Prep outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2022-2023	<i>Proficient</i>
2023-2024	<i>Accomplished</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 due to a majority of reported indicators that were rated at a “2” or “1.”

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>Proficient</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.

ELA

Charter School provided data for Reading from “Star Assessment by Renaissance, Grades K-12” (Star) *Star Growth Report* for 2023-2024 for Grade 9, Grade 10, Grade 11, and Grade 12 and for the following student groups¹: Latino, English Learner, and Black or African American students. Star is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

Per Education Code section 47607.2(c)(2), the State Board of Education established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Star reports provide a summary of students tested out of students enrolled by grade level. The *Star Growth Report* provided by Charter School in Reading (ELA) reported 115 of 119 (97%) students were assessed in Grade 9, 121 of 122 (99%) students were assessed in Grade 10, 126 of 126 (100%) students were assessed in Grade 11, and 136 of 136 (100%) students were assessed in Grade 12. Thus, based on the information provided by Charter School, the 2023-2024 assessment data met the 95% of eligible students for Grades 9, 10, 11, and 12.

¹ Student group names that appear on the report may be different than names on the CA Dashboard and/or data set (e.g., “English Learner” is labeled as “Limited English Proficiency” on the Star Renaissance Growth reports).

Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, “If the SBE wishes to define “a year’s growth” in normative terms (comparing a student’s growth to academic peers) then SGP would offer the most precise option. The most common range is 35 to 65. Students whose fall to spring SGPs are between 35 to 65 have demonstrated a year’s growth in a year’s time.” For Reading, the *Star Growth Report* provided indicates Charter School set the Student Growth Percentile (SGP) with the expectation at 50 to demonstrate one year’s growth with at least 50% of its students achieving the target. Therefore, based on Star’s SGP range, Charter School met a year’s progress for Grade 9, Grade 10, Grade 11, and Grade 12 in Reading in 2023-2024. This assessment only reports by grade levels.

As seen in the table below, Charter School provided the most recent data for three student groups by grade level. The Latino student group demonstrated one year’s progress in Grade 9, Grade 10, Grade 11, and Grade 12, based on Star’s SGP range set at 50 in 2023-2024. The English Learner student group demonstrated one year’s progress in Grade 9, but did not meet the participation rate; Grade 11 did not demonstrate one year’s progress.

Star Reading 2023-2024				
Student Groups	Summary Tested Student/ Total Students	Participation Rate	Reading: Percent of Students that Met SGP Expectation = 50	One Year’s Progress
Grade 9 – Latino	98/102	96%	54.78%	Met
Grade 10 – Latino	107/108	99%	63.55%	Met
Grade 11 – Latino	116/116	100%	66.66%	Met
Grade 12 - Latino	125/125	100%	71.20%	Met
Grade 9 – English Learner	11/12	92%	63.63%	Met, but participation rate below 95%.
Grade 10 – English Learner	*	*	*	*
Grade 11 – English Learner	12/12	100%	33.33%	Not Met
Grade 12 - English Learner	*	*	*	*
Grade 9 – Black or African American	*	*	*	*
Grade 10-Black or African American	*	*	*	*
Grade 11-Black or African American	*	*	*	*
Grade 12-Black or African American	*	*	*	*

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

In addition, Ednovate – Brio College Prep submitted Star Renaissance Growth Reports for Reading for two prior years. However, these reports did not meet one or more verified data criteria to be considered.

MATH

Charter School provided data for Math from “Star Assessment by Renaissance, Grades K-12” (Star) *Star Growth Report* for 2023-2024 for Grade 9, Grade 10, Grade 11, and Grade 12 and for the following student groups²: Latino, English Learner, and Black or African American students. Star is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

Per Education Code section 47607.2(c)(2), the State Board of Education established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Star reports provide a summary of students tested out of students enrolled by grade level. The *Star Growth Report* provided by Charter School in Math reported 118 of 119 (99%) students were assessed in Grade 9, 121 of 122 (99%) students were assessed in Grade 10, 126 of 126 (100%) students were assessed in Grade 11, and 136 of 136 (100%) students were assessed in Grade 12. Thus, based on the information provided by Charter School, the 2023-2024 assessment data met the 95% of eligible students for Grades 9, 10, 11, and 12.

Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, “If the SBE wishes to define “a year’s growth” in normative terms (comparing a student’s growth to academic peers) then SGP would offer the most precise option. The most common range is 35 to 65. Students whose fall to spring SGPs are between 35 to 65 have demonstrated a year’s growth in a year’s time.” For Math, the *Star Growth Report* provided indicates Charter School set the Student Growth Percentile (SGP) with the expectation at 50 to demonstrate one year’s growth with at least 50% of its students achieving the target. Therefore, based on Star’s SGP range, Charter School met a year’s progress for Grade 9, Grade 10, Grade 11, and Grade 12 in Math in 2023-2024. This assessment only reports by grade levels.

As seen in the table below, Charter School provided the most recent data for three student groups by grade level. The Latino student group demonstrated one year’s progress for Grade 9, Grade 10, Grade 11, and Grade 12, based on Star’s SGP range set at 50 in 2023-2024. The English Learner student group did not demonstrate one year’s progress for Grade 9 and Grade 11.

Star Math 2023-2024				
Student Groups	Summary Tested Student/ Total Students	Participation Rate	Math: Percent of Students that Met SGP Expectation = 50	One Year’s Progress
Grade 9 – Latino	101/102	99%	58.41%	Met
Grade 10 – Latino	107/108	99%	53.27%	Met
Grade 11 – Latino	116/116	100%	63.79%	Met
Grade 12 - Latino	125/125	100%	52.00%	Met
Grade 9 – English Learner	12/12	100%	41.66%	Not Met
Grade 10 – English Learner	*	*	*	*
Grade 11 – English Learner	12/12	100%	33.33%	Not Met

² Student group names that appear on the report may be different than names on the CA Dashboard and/or data set (e.g., “English Learner” is labeled as “Limited English Proficiency” on the Star Renaissance Growth reports).

Star Math 2023-2024				
Student Groups	Summary Tested Student/ Total Students	Participation Rate	Math: Percent of Students that Met SGP Expectation = 50	One Year's Progress
Grade 12 - English Learner	*	*	*	*
Grade 9 – Black or African American	*	*	*	*
Grade 10-Black or African American	*	*	*	*
Grade 11-Black or African American	*	*	*	*
Grade 12-Black or African American	*	*	*	*

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

In addition, Ednovate – Brio College Prep submitted Star Renaissance Growth Reports for Reading for two prior years. However, these reports did not meet one or more verified data criteria to be considered.

Based on the review and consideration of verified data, Ednovate – Brio College Prep included one year of data including grade levels 9, 10, 11, and 12 and student group reports for Latino, English Learner, and Black or African American students in both ELA and Math. In 2023-2024, Ednovate – Brio College Prep met the 95 percent participation rate for Grades 9, 10, 11, and 12. Ednovate – Brio College Prep did not submit a report for the Socioeconomically Disadvantaged student group.

VII. FURTHER ANALYSIS FOR MIDDLE PERFORMING CHARTER SCHOOLS

Following the review of the foregoing performance data for this charter school placing a greater weight on academic performance on the California School Dashboard, and considering verified data provided by the charter school, staff determined that the school's performance in Math requires further review.

Based on the charter school's performance on the California School Dashboard in Math and the submitted verified data by the charter school, staff conducted a further analysis of Math in comparison to the Resident Schools Median (RSM).³

As indicated in the tables below, when comparing the school to the Resident School Medians, Ednovate – Brio College Prep data indicates that its student performance on the California School Dashboard in 2022 and 2023 was higher than the RSM for all students and for both numerically significant student groups in Math.

³ Per LAUSD Policy, a Resident Schools Median analysis is conducted for charter schools classified as Middle Performing, when determining whether closure of the charter school is in the best interest of pupils, among other factors.

Resident Schools Analysis

Ednovate - Brio College Prep 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	112	Very Low	-117.2	7,313	Very Low	-154.30	Higher
Latino	94	Very Low	-116.1	6,313	Very Low	-154.10	Higher
Socioeconomically Disadvantaged	104	Very Low	-122.5	7,001	Very Low	-155.35	Higher
Ednovate - Brio College Prep 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	137	Yellow	-95.4	7,051	Orange	-140.8	Higher
Latino	128	Yellow	-95.2	5,955	Orange	-141.7	Higher
Socioeconomically Disadvantaged	114	Yellow	-93.1	5,057	Orange	-145.5	Higher

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

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

VIII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Ednovate – Brio College Prep’s fiscal condition is positive.

	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Unaudited Actuals)
Net Assets	\$96,231	\$1,241,422	\$1,533,965	\$1,936,817	\$1,593,502
Net Income/Loss*	(\$182,335)*	\$1,145,191	\$292,543	\$402,852	(\$343,315)*
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Norm Enrollment	270	418	480	490	499

*Per the charter operator, the net losses are attributed to following factors: The net loss of (\$182,335) reflected in the school’s 2019-2020 annual independent audit was primarily due to a

lower-than-expected enrollment; and the net loss of (\$343,315) reflected in the school's 2023-2024 Unaudited Actuals is the result of a one-time cost related to obtaining a long-term facility.

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.

Ednovate, 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)
7	6	\$25,965,459	\$3,353,473	\$8,067,795	\$109,884

Ednovate - Brio College Prep

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/cmf/>. 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
E	2	7555	Ednovate - Brio College Prep	All Students	111	-21.4	Low	-12.2	Low	Lower	137	Green	16	37.4	Increased Significantly	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	12	-91.2	No Performance Level	-57.7	Low	--	*	No Color	--	--	No Change Level	Orange	-59.6	-2	Maintained	--
				English Learner	18	-108.3	No Performance Level	-61.2	Low	--	25	No Color	-71.2	43.4	Increased Significantly	Orange	-67.7	-6.5	Declined	--
				Filipino	*	-	No Performance Level	42.9	High	--	0	--	--	--	--	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	--	0	--	--	--	--	Orange	-67.9	-5	Declined	--
				Latino	93	-19.7	Low	-38.6	Low	Higher	128	Green	16.7	36.4	Increased Significantly	Orange	-40.2	-1.7	Maintained	Higher
				Native Hawaiian or Pacific Islander	0	--	--	-29.1	Low	--	0	--	--	--	--	Orange	-32.5	-3.4	Declined	--
				Socioeconomically Disadvantaged	103	-28.6	Low	-41.4	Low	Higher	114	Green	15.8	44.3	Increased Significantly	Orange	-42.6	-1.2	Maintained	Higher
				Students with Disabilities	11	-149.7	No Performance Level	-97.3	Very Low	--	15	No Color	-67.8	87	Increased Significantly	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	*	-	No Performance Level	21.9	High	--	*	No Color	--	--	No Change Level	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 *	96%	--	--	92%	84%	100%	--	--	96%	--	95%	91%	--	100%
Participation Rate Met 2022 *	Yes	--	--	No	No	Yes	--	--	Yes	--	Yes	No	--	Yes
Percent of students tested in 2023	100%	--	--	100%	100%	--	--	--	100%	--	100%	100%	100%	100%
Participation Rate Met 2023	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

Ednovate - Brio College Prep

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
E	2	7555	Ednovate - Brio College Prep	All Students	112	-117.2	Very Low	-51.7	Low	Lower	137	Yellow	-95.4	21.8	Increased Significantly	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	12	-155.9	No Performance Level	-106.9	Very Low	--	*	No Color	--	--	No Change Level	Red	-104.5	2.6	Maintained	--
				English Learner	18	-179.0	No Performance Level	-92.0	Low	--	25	No Color	-148.5	41.9	Increased Significantly	Orange	-93.4	-1.4	Maintained	--
				Filipino	*	-	No Performance Level	2.7	High	--	0	--	--	--	--	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	--	0	--	--	--	--	Red	-101.3	0.5	Maintained	--
				Latino	94	-116.1	Very Low	-83.4	Low	Lower	128	Yellow	-95.2	20.9	Increased Significantly	Orange	-80.8	2.6	Maintained	Lower
				Native Hawaiian or Pacific Islander	0	--	--	-71.3	Low	--	0	--	--	--	--	Orange	-71.3	0.0	Maintained	--
				Socioeconomically Disadvantaged	104	-122.5	Very Low	-84.0	Low	Lower	114	Yellow	-93.1	29.5	Increased Significantly	Yellow	-80.8	3.2	Increased	Lower
				Students with Disabilities	11	-183.8	No Performance Level	-130.8	Very Low	--	15	No Color	-164.6	19.2	Increased Significantly	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	*	-	No Performance Level	-13.4	Medium	--	*	No Color	--	--	No Change Level	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 **	97%	--	--	92%	84%	100%	--	--	97%	--	96%	100%	--	100%
Participation Rate Met 2022 *	Yes	--	--	No	No	Yes	--	--	Yes	--	Yes	Yes	--	Yes
Percent of students tested in 2023	100%	--	--	100%	100%	--	--	--	100%	--	100%	100%	100%	100%
Participation Rate Met 2023	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

Ednovate - Brio College Prep

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
E	2	7555	Ednovate - Brio College Prep	English Learner	50	40.0%	Low	50.3%	Medium	Lower	49	Blue	63.3%	23.3%	Increased Significantly	Yellow	48.7%	-1.6%	Maintained	Higher

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	56	56	100.0%	Yes
2023	54	53	98.1%	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		
Ednovate - Brio College Prep		State
ELs Who Progressed at Least One ELPI Level	34.0%	47.5%
ELs Who Maintained ELPI Level 4	6.0%	2.8%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	34.0%	31.4%
ELs Who Decreased at Least One ELPI Level	26.0%	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		
Ednovate - Brio College Prep		State
ELs Who Progressed at Least One ELPI Level	63.3%	46.4%
ELs Who Maintained ELPI Level 4	0.0%	2.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	24.5%	32.7%
ELs Who Decreased at Least One ELPI Level	12.2%	18.6%

Ednovate - Brio College Prep

Academic Performance - College / Career

Graduates who meet specific College/Career Indicator (CCI) "prepared" criteria are included 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
E	2	7555	Ednovate - Brio College Prep	All Students	116	39.7%	Medium	43.9%	Medium	Lower
				American Indian or Alaska Native	0	--	--	26.5%	Low	--
				Asian	0	--	--	75.8%	Very High	--
				Black or African American	13	15.4%	Low	25.1%	Low	--
				English Learner	16	12.5%	Low	15.3%	Low	--
				Filipino	*	--	No Status Level	65.2%	High	--
				Foster Youth	0	--	--	11.6%	Low	--
				Homeless Youth	0	--	--	20.4%	Low	--
				Latino	96	41.7%	Medium	35.5%	Medium	Higher
				Native Hawaiian or Pacific Islander	0	--	--	33.1%	Low	--
				Socioeconomically Disadvantaged	111	38.7%	Medium	35.4%	Medium	Higher
				Students with Disabilities	15	0.0%	Very Low	12.3%	Low	--
				Two or More Races	0	--	--	52.9%	Medium	--
				White	*	--	No Status Level	53.2%	Medium	--

Data Sources: California School Dashboard Research data files 2023.

Ednovate - Brio College Prep

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
E	2	7555	Ednovate - Brio College Prep	All Students	502	0.4%	Very Low	3.1%	Medium	Lower	513	Yellow	0.8%	0.4%	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	0	--	--	0.9%	Very Low	--	0	--	--	--	--	Green	1.1%	0.2%	Maintained	--
				Black or African American	42	0.0%	Very Low	7.9%	High	Lower	29	No Color	3.4%	3.4%	Increased	Red	8.8%	0.9%	Increased	--
				English Learner	63	0.0%	Very Low	3.2%	Medium	Lower	59	Orange	1.7%	1.7%	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	--	0	--	--	--	--	Red	13.6%	1.2%	Increased	--
				Homeless Youth	0	--	--	5.5%	High	--	*	No Color	--	--	No Change Level	Orange	6.5%	1.0%	Increased	--
				Latino	440	0.5%	Very Low	3.3%	Medium	Lower	465	Green	0.6%	0.2%	Maintained	Orange	3.8%	0.5%	Increased	Lower
				Native Hawaiian or Pacific Islander	0	--	--	4.5%	Medium	--	0	--	--	--	--	Orange	4.9%	0.4%	Increased	--
				Socioeconomically Disadvantaged	454	0.4%	Very Low	4.0%	Medium	Lower	451	Yellow	0.9%	0.4%	Increased	Orange	4.5%	0.5%	Increased	Lower
				Students with Disabilities	63	0.0%	Very Low	5.4%	High	Lower	53	Orange	1.9%	1.9%	Increased	Orange	5.9%	0.5%	Increased	Lower
				Two or More Races	*	--	No Performance Level	2.9%	Medium	--	*	No Color	--	--	No Change Level	Orange	3.3%	0.4%	Increased	--
				White	*	--	No Performance Level	2.6%	Medium	--	*	No Color	--	--	No Change Level	Yellow	2.9%	0.2%	Maintained	--

Data Sources: California School Dashboard Research data files 2023

Ednovate - Brio College Prep

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
E	2	7555	Ednovate - Brio College Prep	All Students	103	85.4%	Medium	87.4%	Medium	Lower	119	Green	91.6%	6.2%	Increased Significantly	Orange	86.4%	1.0%	Declined	Higher
				American Indian or Alaska Native	*	--	No Performance Level	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	14	85.7%	No Performance Level	79.5%	Low	--	13	No Color	92.3%	6.6%	Increased Significantly	Orange	78.5%	1.0%	Declined	--
				English Learner	14	71.4%	No Performance Level	73.3%	Low	--	17	No Color	64.7%	-6.7%	Declined Significantly	Orange	73.5%	0.2%	Maintained	--
				Filipino	*	--	No Performance Level	95.5%	Very High	--	*	No Color	--	--	No Change Level	Green	94.7%	-0.8%	Maintained	--
				Foster Youth	*	--	No Performance Level	64.1%	Very Low	--	0	--	--	--	--	Red	63.2%	-0.8%	Maintained	--
				Homeless Youth	0	--	--	74.4%	Low	--	0	--	--	--	--	Orange	73.7%	-0.7%	Maintained	--
				Latino	84	84.5%	Medium	85.3%	Medium	Lower	99	Green	90.9%	6.4%	Increased Significantly	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	98	85.7%	Medium	85.1%	Medium	Higher	114	Green	91.2%	5.5%	Increased Significantly	Orange	83.7%	1.4%	Declined	Higher
				Students with Disabilities	17	88.2%	Medium	75.2%	Low	--	15	No Color	80.0%	-8.2%	Declined Significantly	Orange	72.7%	2.5%	Declined	--
				Two or More Races	*	--	No Performance Level	89.6%	Medium	--	0	--	--	--	--	Orange	88.6%	1.0%	Declined	--
				White	*	--	No Performance Level	90.8%	High	--	*	No Color	--	--	No Change Level	Orange	89.8%	1.0%	Declined	--

Data Sources: California School Dashboard Research data files 2023

Ednovate - Brio College Prep

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
E	2	7555	Ednovate - Brio College Prep	496	81.5%	0.0%	0.4%	0.0%	3.6%	11.3%	0.8%	0.6%	0.2%	93.8%	0.0%	0.0%	0.0%	84.9%	10.5%	0.4%	1.0%
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
E	2	7555	Ednovate - Brio College Prep	484	51.9%	0.0%	0.2%	0.0%	5.6%	11.4%	1.7%	0.0%	0.2%	90.7%	0.0%	0.0%	0.0%	60.5%	10.7%	0.4%	1.4%
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>

Ednovate - Brio College Prep

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
E	2	7555	Ednovate - Brio College Prep	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>

Ednovate - Brio College Prep

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
E	2	7555	Ednovate - Brio College Prep	LTEL 6+ Years	25	7.3%	226,535	11.1%	17	4.6%	211,218	18.1%
				At-Risk 4-5 Years	5	1.5%	144,190	7.1%	7	1.9%	136,190	9.6%
				EL 0-3 Years	12	3.5%	505,487	24.8%	14	3.8%	519,652	26.0%
				EL 4+ Years Not At-Risk or LTEL	13	3.8%	236,323	11.6%	18	4.9%	207,773	10.4%
				EL total	55	16.0%	1,112,535	54.5%	56	15.3%	1,074,833	53.8%
				RFEP	288	84.0%	927,723	45.5%	310	84.7%	924,460	46.2%
				Total (Ever)	343	100.0%	2,040,258	100.0%	366	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>

Ednovate - Brio College Prep

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 %
E	2	7555	Ednovate - Brio College Prep	496	52	10.5%
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 %
E	2	7555	Ednovate - Brio College Prep	484	52	10.7%
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
E	2	7555	Ednovate - Brio College Prep	86.5%	13.5%	3	0	0	1	0	2	1	0	11	0	34	0	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
E	2	7555	Ednovate - Brio College Prep	88.5%	11.5%	2	0	1	1	0	1	1	0	10	0	35	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).

School	Classes	Demographics	Scale	Benchmark Type
Ednovate - Brio College Prep	85 Classes	All Demographics	Star Unified Scale	State

Grade
9

Score
Definitions

Star Reading

Summary (115 of 119 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. R	Avg. Es. ORF ^a
Met Expectations	Median							
63	55	Pretest	1050	5.5	17	29.7	5.1	
		Posttest	1069	6.2	18	30.4	6.0	
		Change	19	0.7	1	0.8	0.9	-

^aEstimated Oral Reading Fluency scores reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading

^b The test was completed in a long period of time

Score

Definitions

SGP: Student Growth Percentile [↗](#)

ZPD: Zone of Proximal Development [↗](#)

GE: Grade Equivalence [↗](#)

NCE: Normal Curve Equivalence [↗](#)

EST. ORF: Estimated Oral Reading Fluency [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

IRL: Instructional Reading Level [↗](#)

Star Reading

Summary (121 of 122 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. R	Avg. Estimated Oral Reading Fluency ^a
Met Expectations	Median							
78	67	Pretest	1069	6.2	16	29.4	6.0	
		Posttest	1093	7.2	24	35	7.1	
		Change	24	1.0	8	5.6	1.1	-

^aEstimated Oral Reading Fluency scores reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading

^b The test was completed in a long period of time

Score

Definitions

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PR: Percentile Rank [↗](#)

IRL: Instructional Reading Level [↗](#)

Star Reading

Summary (126 of 126 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. R	Avg. Estimated Oral Reading Fluency ^a
Met Expectations	Median							
84	62	Pretest	1078	6.6	20	32.6	6.4	
		Posttest	1105	7.7	27	36.8	7.7	
		Change	27	1.1	7	4.1	1.3	-

^aEstimated Oral Reading Fluency scores reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading

^b The test was completed in a long period of time

Score

Definitions

SGP: Student Growth Percentile [↗](#)

ZPD: Zone of Proximal Development [↗](#)

GE: Grade Equivalence [↗](#)

NCE: Normal Curve Equivalence [↗](#)

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SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

IRL: Instructional Reading Level [↗](#)

Star Reading

Summary (136 of 136 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. R	Avg. Estimated Oral Reading Fluency ^a
Met Expectations	Median							
99	71	Pretest	1088	7.0	19	31.5	6.9	
		Posttest	1100	7.5	23	34.5	7.5	
		Change	12	0.5	4	3	0.6	-

^aEstimated Oral Reading Fluency scores reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading

^b The test was completed in a long period of time

School	Classes	Any Characteristics	Scale	Benchmark Type
Ednovate - Brio College Prep	85 Classes	Black or African American	Star Unified Scale	State

Grade

9

Score Definitions

SGP: Student Growth Percentile ↗

ZPD: Zone of Proximal Development ↗

GE: Grade Equivalence ↗

NCE: Normal Curve Equivalence ↗

EST. ORF: Estimated Oral Reading Fluency ↗

SS: Scaled Score ↗

PR: Percentile Rank ↗

IRL: Instructional Reading Level ↗

Star Reading

Summary

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. R	Avg. Estimated ORF ^a
Met Expectations	Median							

^aEstimated Oral Reading Fluency scores reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading

Score

Definitions

SGP: Student Growth Percentile [↗](#)

ZPD: Zone of Proximal Development [↗](#)

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EST. ORF: Estimated Oral Reading Fluency [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

IRL: Instructional Reading Level [↗](#)

Star Reading

Summary (██████████)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. R	Avg. Estimated ORF ^a
Met Expectations	Median							
████	████	████	████	████	████	████	████	
		████	████	████	████	████	████	
		████	████	████	████	████	████	-

^aEstimated Oral Reading Fluency scores reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading

^b The test was completed in a long period of time

Score

Definitions

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EST. ORF: Estimated Oral Reading Fluency [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

IRL: Instructional Reading Level [↗](#)

Star Reading

Summary (██████████)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							
████	████	████	████	████	████	████	████	
		████	████	████	████	████	████	
		████	████	████	████	████	████	-

^aEstimated Oral Reading Fluency scores reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading

Score

Definitions

SGP: Student Growth Percentile [↗](#)

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Star Reading

Summary (██████████)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. R	Avg. Estimated ORF ^a
Met Expectations	Median							
████	████	████	████	████	████	████	████	
		████	████	████	████	████	████	
		████	████	████	████	████	████	-

^aEstimated Oral Reading Fluency scores reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading

^b The test was completed in a long period of time

School

Classes

Any Characteristics

Scale

Benchmark Type

Ednovate - Brio College Prep

85 Classes

Latinx

Star Unified Scale

State

Grade

9

Score Definitions

SGP: Student Growth Percentile [↗](#)

ZPD: Zone of Proximal Development [↗](#)

GE: Grade Equivalence [↗](#)

NCE: Normal Curve Equivalence [↗](#)

EST. ORF: Estimated Oral Reading Fluency [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

IRL: Instructional Reading Level [↗](#)

Star Reading

Summary (98 of 102 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. R	Avg. Est. ORF ^a
Met Expectations	Median							
54	56	Pretest	1051	5.6	17	29.6	5.2	
		Posttest	1073	6.4	18	30.9	6.2	
		Change	22	0.8	1	1.2	1.0	-

^a Estimated Oral Reading Fluency scores reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading

^b The test was completed in a long period of time

Score

Definitions

SGP: Student Growth Percentile [↗](#)

ZPD: Zone of Proximal Development [↗](#)

GE: Grade Equivalence [↗](#)

NCE: Normal Curve Equivalence [↗](#)

EST. ORF: Estimated Oral Reading Fluency [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

IRL: Instructional Reading Level [↗](#)

Star Reading

Summary (107 of 108 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. R	Avg. Estimated ORF ^a
Met Expectations	Median							
68	66	Pretest	1067	6.1	16	29.4	5.9	
		Posttest	1090	7.1	23	34.6	7.0	
		Change	23	1.0	7	5.2	1.1	-

^aEstimated Oral Reading Fluency scores reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading

^b The test was completed in a long period of time

Score

Definitions

SGP: Student Growth Percentile [↗](#)

ZPD: Zone of Proximal Development [↗](#)

GE: Grade Equivalence [↗](#)

NCE: Normal Curve Equivalence [↗](#)

EST. ORF: Estimated Oral Reading Fluency [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

IRL: Instructional Reading Level [↗](#)

Star Reading

Summary (116 of 116 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. R	Avg. Estimated ORF ^a
Met Expectations	Median							
78	62	Pretest	1077	6.5	20	32.5	6.4	
		Posttest	1104	7.7	26	36.3	7.6	
		Change	27	1.2	6	3.9	1.2	-

^aEstimated Oral Reading Fluency scores reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading

^b The test was completed in a long period of time

Score

Definitions

SGP: Student Growth Percentile [↗](#)

ZPD: Zone of Proximal Development [↗](#)

GE: Grade Equivalence [↗](#)

NCE: Normal Curve Equivalence [↗](#)

EST. ORF: Estimated Oral Reading Fluency [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

IRL: Instructional Reading Level [↗](#)

Star Reading

Summary (125 of 125 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. R	Avg. Estimated ORF ^a
Met Expectations	Median							
89	69	Pretest	1088	7.0	19	31.7	6.9	
		Posttest	1097	7.4	22	33.9	7.3	
		Change	9	0.4	3	2.2	0.4	-

^aEstimated Oral Reading Fluency scores reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading

^b The test was completed in a long period of time

School

Classes

Any Characteristics

Scale

Benchmark Type

Ednovate - Brilo College Prep

85 Classes

Limited English Proficiency (LEP)

Star Unified Scale

State

Grade

9

Score Definitions

SGP: Student Growth Percentile ⓘ

ZPD: Zone of Proximal Development ⓘ

GE: Grade Equivalent ⓘ

NCE: Normal Curve Equivalent ⓘ

EST. ORF: Estimated Oral Reading Fluency ⓘ

SS: Scaled Score ⓘ

PR: Percentile Rank ⓘ

IRL: Instructional Reading Level ⓘ

Star Reading

Summary (11 of 12 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. R	Avg. Est. ORF ^a
Met Expectations	Median							
7	58	Pretest	880	2.1	2	5.4	1.5	
		Posttest	970	3.5	3	10.3	3.3	
		Change	90	1.4	1	4.9	1.8	-

^aEstimated Oral Reading Fluency scores reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading

Score

Definitions

SGP: Student Growth Percentile [↗](#)

ZPD: Zone of Proximal Development [↗](#)

GE: Grade Equivalence [↗](#)

NCE: Normal Curve Equivalence [↗](#)

EST. ORF: Estimated Oral Reading Fluency [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

IRL: Instructional Reading Level [↗](#)

Star Reading

Summary (████████████████████)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. R	Avg. Estimated ORF ^a
Met Expectations	Median							
████	████	████	████	████	████	████	████	
		████	████	████	████	████	████	
		████	████	████	████	████	████	-

^aEstimated Oral Reading Fluency scores reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading

^b The test was completed in a long period of time

Score

Definitions

SGP: Student Growth Percentile [↗](#)

ZPD: Zone of Proximal Development [↗](#)

GE: Grade Equivalence [↗](#)

NCE: Normal Curve Equivalence [↗](#)

EST. ORF: Estimated Oral Reading Fluency [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

IRL: Instructional Reading Level [↗](#)

Star Reading

Summary (12 of 12 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. R	Avg. Estimated ORF ^a
Met Expectations	Median							
4	33	Pretest	917	2.7	3	8.7	2.3	
		Posttest	958	3.3	2	7.9	3.1	
		Change	41	0.6	-1	-0.8	0.8	-

^aEstimated Oral Reading Fluency scores reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading

^b The test was completed in a long period of time

Score

Definitions

- SGP: Student Growth Percentile [↗](#)
- ZPD: Zone of Proximal Development [↗](#)
- GE: Grade Equivalence [↗](#)
- NCE: Normal Curve Equivalence [↗](#)
- EST. ORF: Estimated Oral Reading Fluency [↗](#)
- SS: Scaled Score [↗](#)
- PR: Percentile Rank [↗](#)
- IRL: Instructional Reading Level [↗](#)

Star Reading

Summary ([redacted])

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. R	Avg. Est. ORF ^a
Met Expectations	Median							
█	█	████	██	██	█	██	██	
		████	██	██	█	██	██	
		████	██	██	█	██	██	-

^aEstimated Oral Reading Fluency scores reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading

School

Classes

Demographics

Scale

Benchmark Type

Ednovate - Brio College Prep

85 Classes

All Demographics

Star Unified Scale

State

Grade

9

Score Definitions

SGP: Student Growth Percentile ⓘ

GE: Grade Equivalent ⓘ

NCE: Normal Curve Equivalent ⓘ

SS: Scaled Score ⓘ

PR: Percentile Rank ⓘ

Star Math

Summary (118 of 119 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
69	57	Pretest	1047	5.8	23	34.5
		Posttest	1071	6.6	27	37.1
		Change	24	0.8	4	2.5

Score

Definitions

SGP: Student Growth Percentile [↗](#)

GE: Grade Equivalent [↗](#)

NCE: Normal Curve Equivalent [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

Star Math

Summary (121 of 122 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
64	51	Pretest	1064	6.4	31	39.3
		Posttest	1080	7.0	31	39.4
		Change	16	0.6	0	0.1

Score

Definitions

SGP: Student Growth Percentile [↗](#)

GE: Grade Equivalent [↗](#)

NCE: Normal Curve Equivalent [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

Star Math

Summary (126 of 126 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
74	58	Pretest	1082	7.1	32	40.2
		Posttest	1098	8.0	36	42.7
		Change	16	0.9	4	2.5

Score
Definitions

SGP: Student Growth Percentile [↗](#)

GE: Grade Equivalent [↗](#)

NCE: Normal Curve Equivalent [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

Star Math

Summary (136 of 136 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
69	51	Pretest	1086	7.3	31	39.4
		Posttest	1097	7.9	32	40.3
		Change	11	0.6	1	0.9

School

Classes

Any Characteristics

Scale

Benchmark Type

Ednovate - Brio College Prep

85 Classes

Black or African American

Star Unified Scale

State

Grade

9

Score

Definitions

SGP: Student Growth Percentile ⓘ

GE: Grade Equivalent ⓘ

NCE: Normal Curve Equivalent ⓘ

SS: Scaled Score ⓘ

PR: Percentile Rank ⓘ

Star Math

Summary (██████████)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
██████████	██████████	██████████	██████████	██████████	██████████	██████████
		██████████	██████████	██████████	██████████	██████████
		██████████	██████████	██████████	██████████	██████████

Score

Definitions

SGP: Student Growth Percentile [↗](#)

GE: Grade Equivalent [↗](#)

NCE: Normal Curve Equivalent [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

Star Math

Summary (██████████)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
████	████	████	████	████	████	████
		████	████	████	████	████
		████	████	████	████	████

Score

Definitions

SGP: Student Growth Percentile [↗](#)

GE: Grade Equivalent [↗](#)

NCE: Normal Curve Equivalent [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

Star Math

Summary (██████████)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
████	████	████	████	████	████	████
		████	████	████	████	████
		████	████	████	████	████

Score

Definitions

SGP: Student Growth Percentile [↗](#)

GE: Grade Equivalent [↗](#)

NCE: Normal Curve Equivalent [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

Star Math

Summary (██████████)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
████	████	████	████	████	████	████
		████	████	████	████	████
		████	████	████	████	████

School

Classes

Any Characteristics

Scale

Benchmark Type

Ednovate - Brilo College Prep

85 Classes

Latinx

Star Unified Scale

State

Grade

9

Score Definitions

SGP: Student Growth Percentile [↗](#) **GE:** Grade Equivalent [↗](#) **NCE:** Normal Curve Equivalent [↗](#) **SS:** Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

Star Math

Summary (101 of 102 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
59	57	Pretest	1044	5.7	22	33.9
		Posttest	1069	6.5	26	36.4
		Change	25	0.8	4	2.5

Score

Definitions

SGP: Student Growth Percentile [↗](#)

GE: Grade Equivalent [↗](#)

NCE: Normal Curve Equivalent [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

Star Math

Summary (107 of 108 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
57	51	Pretest	1065	6.4	31	39.6
		Posttest	1080	7.0	31	39.5
		Change	15	0.6	0	-0.1

Score Definitions

SGP: Student Growth Percentile [↗](#) GE: Grade Equivalent [↗](#) NCE: Normal Curve Equivalent [↗](#) SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

Star Math

Summary (116 of 116 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
70	59	Pretest	1082	7.1	32	40.2
		Posttest	1097	7.9	36	42.2
		Change	15	0.8	4	2

Score Definitions

SGP: Student Growth Percentile [↗](#) GE: Grade Equivalent [↗](#) NCE: Normal Curve Equivalent [↗](#) SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

Star Math

Summary (125 of 125 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
65	52	Pretest	1085	7.2	30	39.1
		Posttest	1096	7.8	32	40
		Change	11	0.6	2	0.9

School

Classes

Any Characteristics

Scale

Benchmark Type

Ednovate - Brio College Prep

85 Classes

Limited English Proficiency (LEP)

Star Unified Scale

State

Grade

9

Score Definitions

SGP: Student Growth Percentile ⓘ

GE: Grade Equivalent ⓘ

NCE: Normal Curve Equivalent ⓘ

SS: Scaled Score ⓘ

PR: Percentile Rank ⓘ

Star Math

Summary (12 of 12 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
5	43	Pretest	957	3.7	4	11.9
		Posttest	969	4.0	3	9.2
		Change	12	0.3	-1	-2.7

Score

Definitions

SGP: Student Growth Percentile [↗](#)

GE: Grade Equivalent [↗](#)

NCE: Normal Curve Equivalent [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

Star Math

Summary (██████████)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
██████████	██████████	██████████	██████████	██████████	██████████	██████████
		██████████	██████████	██████████	██████████	██████████
		██████████	██████████	██████████	██████████	██████████

Score

Definitions

SGP: Student Growth Percentile [↗](#)

GE: Grade Equivalent [↗](#)

NCE: Normal Curve Equivalent [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

Star Math

Summary (12 of 12 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
4	27	Pretest	991	4.4	7	18.4
		Posttest	1004	4.7	8	20.2
		Change	13	0.3	1	1.8

Score

Definitions

SGP: Student Growth Percentile [↗](#)

GE: Grade Equivalent [↗](#)

NCE: Normal Curve Equivalent [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

Star Math

Summary (██████████)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
██████████	██████████	██████████	██████████	██████████	██████████	██████████
		██████████	██████████	██████████	██████████	██████████
		██████████	██████████	██████████	██████████	██████████

ATTACHMENT D

Ednovate - Brio College Prep

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.

Ednovate - Brio College Prep 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	112	Very Low	-117.2	7,313	Very Low	-154.30	Higher
Latino	94	Very Low	-116.1	6,313	Very Low	-154.10	Higher
Socioeconomically Disadvantaged	104	Very Low	-122.5	7,001	Very Low	-155.35	Higher

Ednovate - Brio College Prep 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	137	Yellow	-95.4	7,051	Orange	-140.8	Higher
Latino	128	Yellow	-95.2	5,955	Orange	-141.7	Higher
Socioeconomically Disadvantaged	114	Yellow	-93.1	5,057	Orange	-145.5	Higher

ATTACHMENT E



LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report
 DESEGREGATION IMPACT STATEMENT (DIS)
 EDNOVATE – BRIO COLLEGE PREP
 BOARD OF EDUCATION REPORT 089 – 24/25
 November 19, 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 500 students in grades 9-12 in each year of the charter term.

II. Summary Description of Current District Practice:

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

III. Proposed Change:

The approval of this charter petition would renew the charter of Ednovate – Brio College Prep 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:

JAMES A. PERREAULT
 Specialist, Charter Schools
 Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
 Executive Director
 Student Integration Services

[Return to Order of Business](#)

TAB 22



Board of Education Report

File #: Rep-090-24/25, Version: 1

Approval of the Renewal Petition for Ednovate - Esperanza College Prep [PUBLIC HEARING] November 19, 2024 Charter Schools Division

Action Proposed:

Approve the renewal petition for Ednovate - Esperanza College Prep (“Charter School”), located in Board District 2 and Region East, for five (5) years, beginning July 1, 2025 until June 30, 2030, to serve up to 500 students in grades 9-12 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:

Ednovate - Esperanza College Prep is a 9-12 school currently serving 518 students on a private facility in East Los Angeles at 414 S. Atlantic Boulevard, Los Angeles, CA, 90022 in Board District 2 and Region East. Ednovate - Esperanza College Prep was originally approved by the LAUSD Board of Education on April 12, 2016. 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 Ednovate - Esperanza College Prep expires June 30, 2025.

On August 21, 2024, Ednovate - Esperanza College Prep submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through November 19, 2024

An initial Public Hearing was held on September 10, 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 Ednovate, Inc. 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. 090, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of 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 - Ednovate - Esperanza College Prep Data Set

Attachment C - Verified Data Reports

Attachment D - Ednovate - Esperanza College Prep RSM Data

Attachment E - Desegregation Impact Statement

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

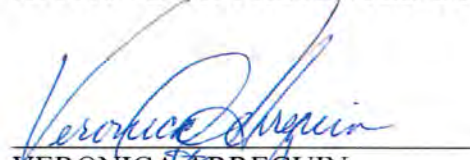
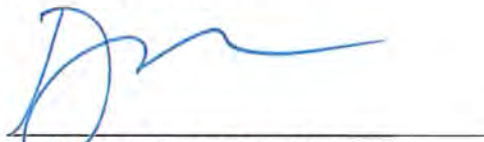
[≤https://drive.google.com/drive/folders/1ZAn2yp7h-gngWA2_3ymWVkqxJ6TD1G6a?usp=drive_link≥](https://drive.google.com/drive/folders/1ZAn2yp7h-gngWA2_3ymWVkqxJ6TD1G6a?usp=drive_link)

Informatives:

Not applicable

Submitted:

10/22/24

RESPECTFULLY SUBMITTED,
ALBERTO M. CARVALHO
Superintendent**APPROVED & PRESENTED BY:**
VERONICA ARREGUIN
Chief Strategy Officer
Office of the Chief Strategy Officer**REVIEWED BY:**
DEVORA NAVERA REED
General Counsel☒ Approved as to form.**APPROVED & PRESENTED BY:**
JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division**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 090-24/25
November 19, 2024

School Name:	Ednovate – Esperanza College Prep		BOARD IS REQUIRED TO TAKE ACTION BY: November 19, 2024
Type of Charter School:	Start-Up Independent Charter School		
Charter Operator	Ednovate, Inc.		
Location Code:	7556		
Type of Site(s):	Private		
Site Address(es):	414 S. Atlantic Boulevard, Los Angeles, CA 90022		
Board District(s):	2	Region(s):	East
Grade Levels Served:	9-12	Current Enrollment:	518
Grade Levels Authorized in Current Charter:	9-12	Approved Enrollment in Current Charter:	500
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 Ednovate – Esperanza College Prep (“Charter School”), located in Board District 2 and Region East, for a term of five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 500 students in grades 9-12 in each year of the charter term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners 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

	Ednovate – Esperanza College Prep
Initial Authorization:	On April 12, 2016, Ednovate – Esperanza College Prep (formerly named Ednovate USC College Prep, Orange Campus) was authorized by the LAUSD Board of Education to serve 500 students in grades 9-12.
Most Recent Renewal	This is the charter school’s first consideration for renewal. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Ednovate – Esperanza College Prep expires June 30, 2025.

	Ednovate – Esperanza College Prep
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Ednovate – Esperanza College Prep submitted its renewal petition application on August 21, 2024. The 90-day statutory timeline for Board action on the petition runs through November 19, 2024.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Ednovate – Esperanza College Prep implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Ednovate – Esperanza College Prep participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Ednovate – Esperanza College Prep is operated by Ednovate, Inc., a California nonprofit public benefit corporation that also operates five other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Ednovate – Esperanza College Prep 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. However, the charter school provided one year of verified data which demonstrated one year's progress for Grade 11 and for the Latino student group in Grade 11. The Latino student group for Grades 9, 10, and 12, and the English Learner student group for Grade 9, did not meet one year's progress. The remaining grade levels for the English Learner student group consisted of less than 11 students, and therefore, could not be reported. A further analysis showed that the charter school's performance was higher when compared to the performance of Resident Schools Medians (RSM) in both 2022 and 2023 in Math. Please see the attached Ednovate – Esperanza College Prep 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 were 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.

Ednovate- Esperanza College Prep 7556 Dashboard Indicators

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

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

c. English Language Arts Indicator

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

Ednovate- Esperanza College Prep - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Low	-8.0	Low	-12.2	Higher
Latino	Met	Low	-9.3	Low	-38.6	Higher
Socioeconomically Disadvantaged	Met	Low	-5.1	Low	-41.4	Higher

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

Ednovate- Esperanza College Prep - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Blue	31.4	39.4	Orange	-13.6	Higher
Latino	Met	Blue	31.4	40.7	Orange	-40.2	Higher
Socioeconomically Disadvantaged	Met	Blue	33.5	38.5	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.

In order to continue increasing student outcomes in Math, charter school leaders report adopting a new, Common Core-aligned curriculum and collaborating with an outside agency on improving mathematics pedagogy and practice.

Ednovate- Esperanza College Prep - 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	-107.7	Low	-51.7	Lower
Latino	Met	Low	-109.5	Low	-83.4	Lower
Socioeconomically Disadvantaged	Met	Low	-113.2	Low	-84.0	Lower

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

Ednovate- Esperanza College Prep - 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	-95.7	12.0	Orange	-49.1	Lower
Latino	Met	Yellow	-95.7	13.8	Orange	-80.8	Lower
Socioeconomically Disadvantaged	Met	Yellow	-96.9	16.3	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 Medium was the same as 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 higher than the state's rate.

Ednovate- Esperanza College Prep - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Medium	46.7%	Medium	50.3%	Lower

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

Ednovate- Esperanza College Prep - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Green	52.3%	5.6%	Yellow	48.7%	Higher

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

f. College/Career Indicator

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

Ednovate- Esperanza College Prep - College/Career Indicator - 2022-2023

Student Group	Charter Level	Charter Prepared	State Level	State Prepared	Charter to State Comparison
All Students	Medium	53.4%	Medium	43.9%	Higher
Latino	Medium	52.5%	Medium	35.5%	Higher
Socioeconomically Disadvantaged	Medium	52.5%	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. Ednovate – Esperanza College Prep's students must meet A-G requirements with a grade of "C-" or better.

i. Suspension Rate Indicator

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

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 Ednovate – Esperanza College Prep outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2022-2023	<i>Proficient</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>Proficient</i>
2023-2024	<i>Accomplished</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.

ELA

Charter School provided data for Reading from “Star Assessment by Renaissance, Grades K-12” (Star) *Star Growth Report* for 2023-2024 for Grade 9, Grade 10, Grade 11, and Grade 12 and for the following student groups¹: Latino and English Learner students. Star is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

Per Education Code section 47607.2(c)(2), the State Board of Education established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Star reports provide a summary of students tested out of students enrolled by grade level. The *Star Growth Report* provided by Charter School in Reading (ELA) reported 120 of 122 (98%) students were assessed in Grade 9, 135 of 135 (100%) students were assessed in Grade 10, 124 of 124 (100%) students were assessed in Grade 11, and 124 of 124 (100%) students were assessed in Grade 12. Thus, based on the information provided by Charter School, the 2023-2024 assessment data met the 95% of eligible students for Grades 9, 10, 11, and 12.

Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, “If the SBE wishes to define “a year’s growth” in normative terms (comparing a student’s growth to academic peers) then SGP would offer the most precise option. The most common range is 35 to 65. Students whose fall to spring SGPs are between 35 to 65 have demonstrated a year’s growth in a year’s time.” For Reading, the *Star Growth Report* provided indicates Charter School set the Student Growth Percentile (SGP) with the expectation at 50 to demonstrate one year’s growth with at least 50% of its students achieving the target. Therefore, based on Star’s SGP range, Charter School met a year’s progress for Grade 9, Grade 10, and Grade 12 in Reading in 2023-2024. Grade 11 did not meet one year’s progress based on the SGP set at 50. This assessment only reports by grade levels.

As seen in the table below, Charter School provided the most recent data for two student groups by grade level. The Latino student group demonstrated one year’s progress in Grade 9, Grade 10, and Grade 12 based on Star’s SGP range set at 50 in 2023-2024, and the English Learner student group demonstrated one year’s progress in Grade 9 also based on Star’s SGP range set at 50 in 2023-2024. The Latino student group did not demonstrate one year’s progress in Grade 11.

¹ Student group names that appear on the report may be different than names on the CA Dashboard and/or data set (e.g., “English Learner” is labeled as “Limited English Proficiency” on the Star Renaissance Growth reports).

Star Reading 2023-2024				
Student Groups	Summary Tested Student/ Total Students	Participation Rate	Reading: Percent of Students that Met SGP Expectation = 50	One Year's Progress
Grade 9 – Latino	119/121	98%	53.78%	Met
Grade 10 – Latino	129/129	100%	57.36%	Met
Grade 11 – Latino	123/123	100%	30.08%	Not Met
Grade 12 - Latino	124/124	100%	57.25%	Met
Grade 9 – English Learner	14/14	100%	57.14%	Met
Grade 10 – English Learner	*	*	*	*
Grade 11 – English Learner	*	*	*	*
Grade 12 – English Learner	*	*	*	*

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

In addition, Ednovate – Esperanza College Prep submitted Star Renaissance Growth Reports for Reading for two prior years. However, these reports did not meet one or more verified data criteria to be considered.

MATH

Charter School provided data for Math from “Star Assessment by Renaissance, Grades K-12” (Star) *Star Growth Report* for 2023-2024 for Grade 9, Grade 10, Grade 11, and Grade 12 and for the following student groups²: Latino and English Learner students. Star is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

Per Education Code section 47607.2(c)(2), the State Board of Education established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Star reports provide a summary of students tested out of students enrolled by grade level. The *Star Growth Report* provided by Charter School in Math reported 118 of 122 (97%) students were assessed in Grade 9, 135 of 135 (100%) students were assessed in Grade 10, 124 of 124 (100%) students were assessed in Grade 11, and 124 of 124 (100%) students were assessed in Grade 12. Thus, based on the information provided by Charter School, the 2023-2024 assessment data met the 95% of eligible students for Grades 9, 10, 11, and 12.

Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, “If the SBE wishes to define “a year’s growth” in normative terms (comparing a student’s growth to academic peers) then SGP would offer the most precise option. The most common range is 35 to 65. Students whose fall to spring SGPs are between 35 to 65 have demonstrated a year’s growth in a year’s time.” For Math, the *Star Growth Report* provided indicates Charter School set the Student Growth Percentile (SGP) with the expectation at 50 to demonstrate one year’s growth with at least 50% of its students achieving the target. Therefore, based on Star’s SGP range, Charter School met a year’s progress for Grade 11 in Math in 2023-2024. Grade 9,

² Student group names that appear on the report may be different than names on the CA Dashboard and/or data set (e.g., “English Learner” is labeled as “Limited English Proficiency” on the Star Renaissance Growth reports).

Grade 10, and Grade 12 did not meet one year's progress based on the SGP set at 50. This assessment only reports by grade levels.

As seen in the table below, Charter School provided the most recent data for two student groups by grade level. The Latino student group demonstrated one year's progress for Grade 11 based on Star's SGP range set at 50 in 2023-2024. The Latino student group for Grade 9, Grade 10 and Grade 12 and the English Learner student group for Grade 9 did not demonstrate one year's progress based on Star's SGP range set at 50 in 2023-2024.

Star Math 2023-2024				
Student Groups	Summary Tested Student/ Total Students	Participation Rate	Math: Percent of Students that Met SGP Expectation = 50	One Year's Progress
Grade 9 – Latino	117/121	97%	35.89%	Not Met
Grade 10 – Latino	129/129	100%	45.73%	Not Met
Grade 11 – Latino	123/123	100%	55.28%	Met
Grade 12 - Latino	124/124	100%	25.00%	Not Met
Grade 9 – English Learner	14/14	100%	35.71%	Not Met
Grade 10 – English Learner	*	*	*	*
Grade 11 – English Learner	*	*	*	*
Grade 12 – English Learner	*	*	*	*

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

In addition, Ednovate – Esperanza College Prep submitted Star Renaissance Growth Reports for Reading for two prior years. However, these reports did not meet one or more verified data criteria to be considered.

Based on the review and consideration of verified data, Ednovate – Esperanza College Prep included one year of data including grade levels 9, 10, 11, and 12 and student group reports for Latino and English Learner students for both ELA and Math. In 2023-2024, Ednovate – Esperanza College Prep met the 95 percent participation rate for Grades 9, 10, 11, and 12. Ednovate – Esperanza College Prep did not submit a report for the Socioeconomically Disadvantaged student group.

VII. FURTHER ANALYSIS FOR MIDDLE PERFORMING CHARTER SCHOOLS

Following the review of the foregoing performance data for this charter school placing a greater weight on academic performance on the California School Dashboard, and considering verified data provided by the charter school, staff determined that the school's performance in Math requires further review.

Based on the charter school's performance on the California School Dashboard in Math and the submitted verified data by the charter school, staff conducted a further analysis of Math in comparison to the Resident Schools Median (RSM).³

As indicated in the tables below, when comparing the school to the Resident School Medians, Ednovate – Esperanza College Prep data indicates that its student performance on the California School Dashboard in 2022 and 2023 was higher than the RSM for all students and for both numerically significant student groups in Math.

Resident Schools Analysis

Ednovate - Esperanza College Prep 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	103	Low	-107.7	2,896	Very Low	-131.1	Higher
Latino	101	Low	-109.5	2,833	Very Low	-131.1	Higher
Socioeconomically Disadvantaged	91	Low	-113.2	2,793	Very Low	-132.0	Higher

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

Ednovate - Esperanza College Prep 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	121	Yellow	-95.7	2,837	Orange	-108.0	Higher
Latino	121	Yellow	-95.7	2,760	Orange	-109.8	Higher
Socioeconomically Disadvantaged	104	Yellow	-96.9	2,048	Orange	-108.5	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

Ednovate – Esperanza College Prep's fiscal condition is positive and has been upward trending since the 2019-2020 fiscal year.

³ Per LAUSD Policy, a Resident Schools Median analysis is conducted for charter schools classified as Middle Performing, when determining whether closure of the charter school is in the best interest of pupils, among other factors.

	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Unaudited Actuals)
Net Assets	\$816,005	\$2,800,888	\$4,229,954	\$4,881,974	\$5,547,225
Net Income/Loss*	\$602,115	\$1,984,883	\$1,429,066	\$652,020	\$665,251
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Norm Enrollment*	319	467	490	494	506

*The Norm Enrollment reported by Ednovate – Esperanza College Prep for Fiscal Year 2024-2025 is 518. 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.

Ednovate, 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)
7	6	\$25,965,459	\$3,353,473	\$8,067,795	\$109,884

Ednovate - Esperanza College Prep

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
E	2	7556	Ednovate - Esperanza College Prep	All Students	104	-8.0	Low	-12.2	Low	Higher	121	Blue	31.4	39.4	Increased Significantly	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	0	--	--	-57.7	Low	--	0	--	--	--	--	Orange	-59.6	-2	Maintained	--
				English Learner	23	-70.7	No Performance Level	-61.2	Low	--	22	No Color	-43.1	27.6	Increased Significantly	Orange	-67.7	-6.5	Declined	--
				Filipino	0	--	--	42.9	High	--	0	--	--	--	--	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	--	0	--	--	--	--	Orange	-67.9	-5	Declined	--
				Latino	102	-9.3	Low	-38.6	Low	Higher	121	Blue	31.4	40.7	Increased Significantly	Orange	-40.2	-1.7	Maintained	Higher
				Native Hawaiian or Pacific Islander	0	--	--	-29.1	Low	--	0	--	--	--	--	Orange	-32.5	-3.4	Declined	--
				Socioeconomically Disadvantaged	91	-5.1	Low	-41.4	Low	Higher	104	Blue	33.5	38.5	Increased Significantly	Orange	-42.6	-1.2	Maintained	Higher
				Students with Disabilities	22	-95.0	No Performance Level	-97.3	Very Low	--	14	No Color	-15.1	79.9	Increased Significantly	Red	-96.3	1.8	Maintained	--
				Two or More Races	0	--	--	25.1	High	--	0	--	--	--	--	Green	24.3	-0.8	Maintained	--
				White	*	-	No Performance Level	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 *	100%	--	--	--	100%	--	--	--	100%	--	100%	100%	--	100%
Participation Rate Met 2022 *	Yes	--	--	--	Yes	--	--	--	Yes	--	Yes	Yes	--	Yes
Percent of students tested in 2023	100%	--	--	--	100%	--	--	--	100%	--	100%	100%	--	--
Participation Rate Met 2023	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

Ednovate - Esperanza College Prep

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
E	2	7556	Ednovate - Esperanza College Prep	All Students	103	-107.7	Low	-51.7	Low	Lower	121	Yellow	-95.7	12.0	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	0	--	--	-106.9	Very Low	--	0	--	--	--	--	Red	-104.5	2.6	Maintained	--
				English Learner	23	-179.9	No Performance Level	-92.0	Low	--	22	No Color	-160.1	19.8	Increased Significantly	Orange	-93.4	-1.4	Maintained	--
				Filipino	0	--	--	2.7	High	--	0	--	--	--	--	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	--	0	--	--	--	--	Red	-101.3	0.5	Maintained	--
				Latino	101	-109.5	Low	-83.4	Low	Lower	121	Yellow	-95.7	13.8	Increased	Orange	-80.8	2.6	Maintained	Lower
				Native Hawaiian or Pacific Islander	0	--	--	-71.3	Low	--	0	--	--	--	--	Orange	-71.3	0.0	Maintained	--
				Socioeconomically Disadvantaged	91	-113.2	Low	-84.0	Low	Lower	104	Yellow	-96.9	16.3	Increased Significantly	Yellow	-80.8	3.2	Increased	Lower
				Students with Disabilities	21	-201.3	No Performance Level	-130.8	Very Low	--	14	No Color	-183.9	17.4	Increased Significantly	Orange	-127.3	5.5	Increased	--
				Two or More Races	0	--	--	-9.9	Medium	--	0	--	--	--	--	Yellow	-7.4	2.5	Maintained	--
				White	*	-	No Performance Level	-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%	--	--	--	99%	--	100%	95%	--	100%
Participation Rate Met 2022 *	Yes	--	--	--	Yes	--	--	--	Yes	--	Yes	Yes	--	Yes
Percent of students tested in 2023	100%	--	--	--	100%	--	--	--	100%	--	100%	100%	--	--
Participation Rate Met 2023	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

Ednovate - Esperanza College Prep

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
E	2	7556	Ednovate - Esperanza College Prep	English Learner	45	46.7%	Medium	50.3%	Medium	Lower	44	Green	52.3%	5.6%	Increased	Yellow	48.7%	-1.6%	Maintained	Higher

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	50	50	100.0%	Yes
2023	45	44	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		
Ednovate - Esperanza College Prep		State
ELs Who Progressed at Least One ELPI Level	42.2%	47.5%
ELs Who Maintained ELPI Level 4	4.4%	2.8%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	24.4%	31.4%
ELs Who Decreased at Least One ELPI Level	28.9%	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		
Ednovate - Esperanza College Prep		State
ELs Who Progressed at Least One ELPI Level	53.5%	46.4%
ELs Who Maintained ELPI Level 4	0.0%	2.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	30.2%	32.7%
ELs Who Decreased at Least One ELPI Level	16.3%	18.6%

Ednovate - Esperanza College Prep

Academic Performance - College / Career

Graduates who meet specific College/Career Indicator (CCI) "prepared" criteria are included 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
E	2	7556	Ednovate - Esperanza College Prep	All Students	103	53.4%	Medium	43.9%	Medium	Higher
				American Indian or Alaska Native	0	--	--	26.5%	Low	--
				Asian	0	--	--	75.8%	Very High	--
				Black or African American	0	--	--	25.1%	Low	--
				English Learner	18	27.8%	Low	15.3%	Low	--
				Filipino	0	--	--	65.2%	High	--
				Foster Youth	0	--	--	11.6%	Low	--
				Homeless Youth	0	--	--	20.4%	Low	--
				Latino	101	52.5%	Medium	35.5%	Medium	Higher
				Native Hawaiian or Pacific Islander	0	--	--	33.1%	Low	--
				Socioeconomically Disadvantaged	99	52.5%	Medium	35.4%	Medium	Higher
				Students with Disabilities	22	4.5%	Very Low	12.3%	Low	--
				Two or More Races	0	--	--	52.9%	Medium	--
				White	*	--	No Status Level	53.2%	Medium	--

Data Sources: California School Dashboard Research data files 2023.

Ednovate - Esperanza College Prep

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
E	2	7556	Ednovate - Esperanza College Prep	All Students	493	0.6%	Low	3.1%	Medium	Lower	505	Yellow	1.2%	0.6%	Increased	Orange	3.5%	0.4%	Increased	Lower
				American Indian or Alaska Native	0	--	--	6.4%	High	--	*	No Color	--	--	No Change Level	Orange	7.4%	1.0%	Increased	--
				Asian	0	--	--	0.9%	Very Low	--	*	No Color	--	--	No Change Level	Green	1.1%	0.2%	Maintained	--
				Black or African American	0	--	--	7.9%	High	--	0	--	--	--	--	Red	8.8%	0.9%	Increased	--
				English Learner	70	0.0%	Very Low	3.2%	Medium	Lower	48	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	0	--	--	5.5%	High	--	0	--	--	--	--	Orange	6.5%	1.0%	Increased	--
				Latino	490	0.6%	Low	3.3%	Medium	Lower	497	Yellow	1.2%	0.6%	Increased	Orange	3.8%	0.5%	Increased	Lower
				Native Hawaiian or Pacific Islander	0	--	--	4.5%	Medium	--	0	--	--	--	--	Orange	4.9%	0.4%	Increased	--
				Socioeconomically Disadvantaged	434	0.7%	Low	4.0%	Medium	Lower	450	Yellow	1.3%	0.6%	Increased	Orange	4.5%	0.5%	Increased	Lower
				Students with Disabilities	80	0.0%	Very Low	5.4%	High	Lower	84	Yellow	1.2%	1.2%	Increased	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	--	*	No Color	--	--	No Change Level	Yellow	2.9%	0.2%	Maintained	--

Data Sources: California School Dashboard Research data files 2023

Ednovate - Esperanza College Prep

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
E	2	7556	Ednovate - Esperanza College Prep	All Students	128	96.9%	Very High	87.4%	Medium	Higher	104	Blue	98.1%	1.2%	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	0	--	--	79.5%	Low	--	0	--	--	--	--	Orange	78.5%	1.0%	Declined	--
				English Learner	17	94.1%	No Performance Level	73.3%	Low	--	19	No Color	100.0%	5.9%	Increased Significantly	Orange	73.5%	0.2%	Maintained	--
				Filipino	0	--	--	95.5%	Very High	--	0	--	--	--	--	Green	94.7%	-0.8%	Maintained	--
				Foster Youth	*	--	No Performance Level	64.1%	Very Low	--	0	--	--	--	--	Red	63.2%	-0.8%	Maintained	--
				Homeless Youth	0	--	--	74.4%	Low	--	0	--	--	--	--	Orange	73.7%	-0.7%	Maintained	--
				Latino	128	96.9%	Very High	85.3%	Medium	Higher	102	Blue	98.0%	1.2%	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	124	96.8%	Very High	85.1%	Medium	Higher	100	Blue	98.0%	1.2%	Increased	Orange	83.7%	1.4%	Declined	Higher
				Students with Disabilities	25	96.0%	Very High	75.2%	Low	--	22	No Color	100.0%	4.0%	Increased	Orange	72.7%	2.5%	Declined	--
				Two or More Races	0	--	--	89.6%	Medium	--	0	--	--	--	--	Orange	88.6%	1.0%	Declined	--
				White	0	--	--	90.8%	High	--	*	No Color	--	--	No Change Level	Orange	89.8%	1.0%	Declined	--

Data Sources: California School Dashboard Research data files 2023

Ednovate - Esperanza College Prep

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
E	2	7556	Ednovate - Esperanza College Prep	505	80.6%	0.0%	0.2%	0.0%	0.0%	7.7%	0.0%	0.0%	0.0%	98.8%	0.0%	0.0%	0.2%	86.9%	16.4%	0.2%	0.6%
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
E	2	7556	Ednovate - Esperanza College Prep	494	76.3%	0.0%	0.2%	0.0%	0.0%	9.3%	0.0%	0.0%	0.0%	98.6%	0.0%	0.0%	0.0%	84.0%	16.6%	0.2%	1.0%
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>

Ednovate - Esperanza College Prep

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
E	2	7556	Ednovate - Esperanza College Prep	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>

Ednovate - Esperanza College Prep

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
E	2	7556	Ednovate - Esperanza College Prep	LTEL 6+ Years	28	8.8%	226,535	11.1%	21	6.7%	211,218	18.1%
				At-Risk 4-5 Years	1	0.3%	144,190	7.1%	1	0.3%	136,190	9.6%
				EL 0-3 Years	2	0.6%	505,487	24.8%	2	0.6%	519,652	26.0%
				EL 4+ Years Not At-Risk or LTEL	15	4.7%	236,323	11.6%	15	4.8%	207,773	10.4%
				EL total	46	14.4%	1,112,535	54.5%	39	12.5%	1,074,833	53.8%
				RFEP	273	85.6%	927,723	45.5%	273	87.5%	924,460	46.2%
				Total (Ever)	319	100.0%	2,040,258	100.0%	312	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>

Ednovate - Esperanza College Prep

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/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 Special Education Enrollment

RG	BD	Location Code	School	OCT 2023 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
E	2	7556	Ednovate - Esperanza College Prep	505	83	16.4%
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 %
E	2	7556	Ednovate - Esperanza College Prep	494	82	16.6%
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
E	2	7556	Ednovate - Esperanza College Prep	91.6%	8.4%	3	0	0	2	0	1	1	0	17	0	56	3	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
E	2	7556	Ednovate - Esperanza College Prep	89.0%	11.0%	6	0	0	1	0	1	1	0	15	0	54	4	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).

School	Classes	Demographics	Scale	Benchmark Type
Ednovate - Esperanza College Prep	73 Classes	All Demographics	Star Unified Scale	State

Grade

9

Score Definitions

SGP: Student Growth Percentile [↗](#)

ZPD: Zone of Proximal Development [↗](#)

GE: Grade Equivalent [↗](#)

NCE: Normal Curve Equivalent [↗](#)

EST. ORF: Estimated Oral Reading Fluency [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

IRL: Instructional Reading Level [↗](#)

Star Reading

Summary (120 of 122 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							
64	53	Pretest	1063	6.0	17	29.9	5.7	-
		Posttest	1073	6.4	16	29.4	6.2	-
		Change	10	0.4	-1	-0.5	0.5	-

^a Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

^b The test was completed in a long period of time.

Score

Definitions

SGP: Student Growth Percentile

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Star Reading

Summary (135 of 135 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							
78	56	Pretest	1088	7.0	23	34.1	6.9	-
		Posttest	1103	7.7	26	36.6	7.6	-
		Change	15	0.7	3	2.5	0.7	-

^aEstimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

^b The test was completed in a long period of time.

Score

Definitions

SGP: Student Growth Percentile [↗](#)

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SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

IRL: Instructional Reading Level [↗](#)

Star Reading

Summary (124 of 124 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							
37	33	Pretest	1083	6.8	19	31.5	6.7	-
		Posttest	1047	5.4	14	27.4	5.0	-
		Change	-36	0	-5	-4.1	-1.7	-

^a Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

^b The test was completed in a long period of time.

Score

Definitions

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PR: Percentile Rank [↗](#)

IRL: Instructional Reading Level [↗](#)

Star Reading

Summary (124 of 124 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							
71	55	Pretest	1095	7.3	22	33.4	7.2	-
		Posttest	1093	7.2	20	32	7.1	-
		Change	-2	0	-2	-1.5	-0.1	-

^aEstimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

^b The test was completed in a long period of time.

School	Classes	Any Characteristics	Scale	Benchmark Type
Ednovate - Esperanza College Prep	73 Classes	Latinx	Star Unified Scale	State

Grade

9

Score Definitions

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SS: Scaled Score [🔗](#)

PR: Percentile Rank [🔗](#)

IRL: Instructional Reading Level [🔗](#)

Star Reading

Summary (119 of 121 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							
64	53	Pretest	1063	6.0	17	30	5.7	-
		Posttest	1073	6.4	17	29.6	6.2	-
		Change	10	0.4	0	-0.4	0.5	-

^aEstimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

^b The test was completed in a long period of time.

Score

Definitions

SGP: Student Growth Percentile [↗](#)

ZPD: Zone of Proximal Development [↗](#)

GE: Grade Equivalent [↗](#)

NCE: Normal Curve Equivalent [↗](#)

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SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

IRL: Instructional Reading Level [↗](#)

Star Reading

Summary (129 of 129 Students)

SGP (Expectation = 50)		Test ing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							
74	56	Pretest	1087	6.9	22	34	6.8	-
		Posttest	1103	7.7	26	36.5	7.6	-
		Change	16	0.8	4	2.5	0.8	-

^aEstimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

^b The test was completed in a long period of time.

Score

Definitions

SGP: Student Growth Percentile [↗](#)

ZPD: Zone of Proximal Development [↗](#)

GE: Grade Equivalent [↗](#)

NCE: Normal Curve Equivalent [↗](#)

EST. ORF: Estimated Oral Reading Fluency [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

IRL: Instructional Reading Level [↗](#)

Star Reading

Summary (123 of 123 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							
37	33	Pretest	1084	6.8	19	31.6	6.7	-
		Posttest	1048	5.4	14	27.6	5.0	-
		Change	-36	0	-5	-4	-1.7	-

^a Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

^b The test was completed in a long period of time.

Score

Definitions

SGP: Student Growth Percentile [↗](#)

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SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

IRL: Instructional Reading Level [↗](#)

Star Reading

Summary (124 of 124 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							
71	55	Pretest	1095	7.3	22	33.4	7.2	-
		Posttest	1093	7.2	20	32	7.1	-
		Change	-2	0	-2	-1.5	-0.1	-

^aEstimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

^b The test was completed in a long period of time.

School	Classes	Any Characteristics	Scale	Benchmark Type
Ednovate - Esperanza College Prep	73 Classes	Limited English Proficiency (LEP)	Star Unified Scale	State

Grade

9

Score Definitions

SGP: Student Growth Percentile [🔗](#)

ZPD: Zone of Proximal Development [🔗](#)

GE: Grade Equivalent [🔗](#)

NCE: Normal Curve Equivalent [🔗](#)

EST. ORF: Estimated Oral Reading Fluency [🔗](#)

SS: Scaled Score [🔗](#)

PR: Percentile Rank [🔗](#)

IRL: Instructional Reading Level [🔗](#)

Star Reading

Summary (14 of 14 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							
8	52	Pretest	982	3.7	3	10.3	3.6	-
		Posttest	1005	4.2	4	12.5	4.0	-
		Change	23	0.5	1	2.2	0.4	-

^a Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

^b The test was completed in a long period of time.

Score

Definitions

SGP: Student Growth Percentile

ZPD: Zone of Proximal Development

GE: Grade Equivalent

NCE: Normal Curve Equivalent

EST. ORF: Estimated Oral Reading Fluency

SS: Scaled Score

PR: Percentile Rank

IRL: Instructional Reading Level

Star Reading

Summary ()

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							

^aEstimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

Score

Definitions

SGP: Student Growth Percentile [↗](#)

ZPD: Zone of Proximal Development [↗](#)

GE: Grade Equivalent [↗](#)

NCE: Normal Curve Equivalent [↗](#)

EST. ORF: Estimated Oral Reading Fluency [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

IRL: Instructional Reading Level [↗](#)

Star Reading

Summary ([redacted])

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							
█	█	█	█	█	█	█	█	█
		█	█	█	█	█	█	█
		█	█	█	█	█	█	█

^aEstimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

Score

Definitions

SGP: Student Growth Percentile

ZPD: Zone of Proximal Development

GE: Grade Equivalent

NCE: Normal Curve Equivalent

EST. ORF: Estimated Oral Reading Fluency

SS: Scaled Score

PR: Percentile Rank

IRL: Instructional Reading Level

Star Reading

Summary ()

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							

^aEstimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

School	Classes	Demographics	Scale	Benchmark Type
Ednovate - Esperanza College Prep	73 Classes	All Demographics	Star Unified Scale	State

Grade

9

Score Definitions

SGP: Student Growth Percentile [🔗](#)

GE: Grade Equivalent [🔗](#)

NCE: Normal Curve Equivalent [🔗](#)

SS: Scaled Score [🔗](#)

PR: Percentile Rank [🔗](#)

Star Math

Summary (118 of 122 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
43	43	Pretest	1064	6.4	30	39.2
		Posttest	1074	6.7	28	37.5
		Change	10	0.3	-2	-1.6

Score

Definitions

SGP: Student Growth Percentile [↗](#)

GE: Grade Equivalent [↗](#)

NCE: Normal Curve Equivalent [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

Star Math

Summary (135 of 135 Students)

SGP <i>(Expectation = 50)</i>		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
61	46	Pretest	1092	7.6	45	47.3
		Posttest	1097	7.9	40	44.4
		Change	5	0.3	-5	-2.9

Score Definitions

SGP: Student Growth Percentile [↗](#)

GE: Grade Equivalent [↗](#)

NCE: Normal Curve Equivalent [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

Star Math

Summary (124 of 124 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
69	57	Pretest	1091	7.5	36	42.3
		Posttest	1096	7.8	35	42
		Change	5	0.3	-1	-0.3

Score

Definitions

SGP: Student Growth Percentile [↗](#)

GE: Grade Equivalent [↗](#)

NCE: Normal Curve Equivalent [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

Star Math

Summary (124 of 124 Students)

SGP <i>(Expectation = 50)</i>		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
31	28	Pretest	1090	7.5	32	40.2
		Posttest	1057	6.1	18	30.4
		Change	-33	0	-14	-9.8

School	Classes	Any Characteristics	Scale	Benchmark Type
Ednovate - Esperanza College Prep	73 Classes	Latinx	Star Unified Scale	State

Grade
9

Score Definitions

SGP: Student Growth Percentile [🔗](#)

GE: Grade Equivalent [🔗](#)

NCE: Normal Curve Equivalent [🔗](#)

SS: Scaled Score [🔗](#)

PR: Percentile Rank [🔗](#)

Star Math

Summary (117 of 121 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
42	42	Pretest	1063	6.3	30	39
		Posttest	1073	6.7	27	37.3
		Change	10	0.4	-3	-1.7

Score

Definitions

SGP: Student Growth Percentile [↗](#)

GE: Grade Equivalent [↗](#)

NCE: Normal Curve Equivalent [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

Star Math

Summary (129 of 129 Students)

SGP <i>(Expectation = 50)</i>		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
59	46	Pretest	1092	7.6	45	47.3
		Posttest	1096	7.8	39	44.3
		Change	4	0.2	-6	-3

Score Definitions

SGP: Student Growth Percentile [↗](#)

GE: Grade Equivalent [↗](#)

NCE: Normal Curve Equivalent [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

Star Math

Summary (123 of 123 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
68	56	Pretest	1091	7.5	36	42.2
		Posttest	1096	7.8	35	41.9
		Change	5	0.3	-1	-0.3

Score Definitions

SGP: Student Growth Percentile ⓘ

GE: Grade Equivalent ⓘ

NCE: Normal Curve Equivalent ⓘ

SS: Scaled Score ⓘ

PR: Percentile Rank ⓘ

Star Math

Summary (124 of 124 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
31	28	Pretest	1090	7.5	32	40.2
		Posttest	1057	6.1	18	30.4
		Change	-33	0	-14	-9.8

School	Classes	Any Characteristics	Scale	Benchmark Type
Ednovate - Esperanza College Prep	73 Classes	Limited English Proficiency (LEP)	Star Unified Scale	State

Grade

9

Score Definitions

SGP: Student Growth Percentile ⓘ

GE: Grade Equivalent ⓘ

NCE: Normal Curve Equivalent ⓘ

SS: Scaled Score ⓘ

PR: Percentile Rank ⓘ

Star Math

Summary (14 of 14 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
5	36	Pretest	1021	5.1	14	27.2
		Posttest	1031	5.4	11	24.6
		Change	10	0.3	-3	-2.6

Score

Definitions

SGP: Student Growth Percentile [↗](#)

GE: Grade Equivalent [↗](#)

NCE: Normal Curve Equivalent [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

Star Math

Summary ()

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					

Score

Definitions

SGP: Student Growth Percentile [↗](#)

GE: Grade Equivalent [↗](#)

NCE: Normal Curve Equivalent [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

Star Math

Summary ()

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					

Score

Definitions

SGP: Student Growth Percentile [↗](#)

GE: Grade Equivalent [↗](#)

NCE: Normal Curve Equivalent [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

Star Math

Summary ([redacted])

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
		[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
		[redacted]	[redacted]	[redacted]	[redacted]	[redacted]

ATTACHMENT D

Ednovate - Esperanza College Prep

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.

Ednovate - Esperanza College Prep 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	103	Low	-107.7	2,896	Very Low	-131.1	Higher
Latino	101	Low	-109.5	2,833	Very Low	-131.1	Higher
Socioeconomically Disadvantaged	91	Low	-113.2	2,793	Very Low	-132.0	Higher

Ednovate - Esperanza College Prep 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	121	Yellow	-95.7	2,837	Orange	-108.0	Higher
Latino	121	Yellow	-95.7	2,760	Orange	-109.8	Higher
Socioeconomically Disadvantaged	104	Yellow	-96.9	2,048	Orange	-108.5	Higher

ATTACHMENT E



LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report
 DESEGREGATION IMPACT STATEMENT (DIS)
 EDNOVATE – ESPERANZA COLLEGE PREP
 BOARD OF EDUCATION REPORT 090 – 24/25
 November 19, 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 500 students in grades 9-12 in each year of the charter term.

II. Summary Description of Current District Practice:

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

III. Proposed Change:

The approval of this charter petition would renew the charter of Ednovate – Esperanza College Prep 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:

JAMES A. PERREAULT
 Specialist, Charter Schools
 Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
 Executive Director
 Student Integration Services

[Return to Order of Business](#)

TAB 23



Board of Education Report

File #: Rep-091-24/25, Version: 1

Approval of the Renewal Petition for Para Los Niños Charter [PUBLIC HEARING] November 19, 2024 Charter Schools Division

Action Proposed:

Approve the renewal petition for Para Los Niños Charter (“Charter School”), located in Board District 2 and Region East, for five (5) years, beginning July 1, 2025 until June 30, 2030, to serve up to 410 students in grades TK-5 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:

Para Los Niños Charter is a TK-5 school currently serving 301 students on a private facility at 1617 E. 7th Street, Los Angeles, CA, 90021 in Board District 2 and Region East. Para Los Niños Charter was originally approved by the LAUSD Board of Education on May 14, 2002. On October 18, 2016, the charter school was renewed for a five-year term to serve 410 students in grades TK-5. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Para Los Niños Charter expires June 30, 2025.

On August 22, 2024, Para Los Niños Charter submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through November 20, 2024.

An initial Public Hearing was held on September 10, 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 Para Los Niños Charter 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. 091, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of 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 - Para Los Niños Charter Data Set

Attachment C - Desegregation Impact Statement

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

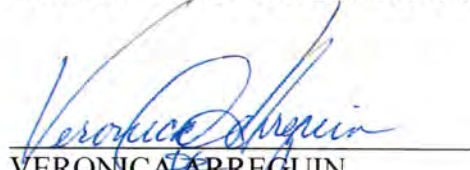
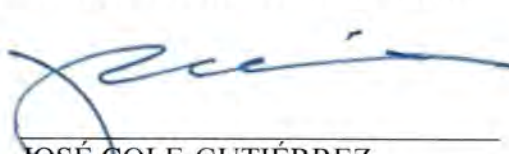
[≤https://drive.google.com/drive/folders/1WGxj2xSsP3c3-vlbug9p9j-7ID6Ix7sf?usp=drive_link≥](https://drive.google.com/drive/folders/1WGxj2xSsP3c3-vlbug9p9j-7ID6Ix7sf?usp=drive_link)

Informatives:

Not applicable

Submitted:

10/22/24

RESPECTFULLY SUBMITTED,
ALBERTO M. CARVALHO
Superintendent**APPROVED & PRESENTED BY:**
VERONICA ARREGUIN
Chief Strategy Officer
Office of the Chief Strategy Officer**REVIEWED BY:**
DEVORA NAVERA REED
General Counsel☒ Approved as to form.**APPROVED & PRESENTED BY:**
JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division**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 091-24/25

November 19, 2024

School Name:	Para Los Niños Charter			BOARD IS REQUIRED TO TAKE ACTION BY: November 20, 2024
Type of Charter School:	Start-Up Independent Charter School			
Charter Operator	Para Los Niños			
Location Code:	2615			
Type of Site(s):	Private			
Site Address(es):	1617 E. 7 th Street, Los Angeles, CA 90021			
Board District(s):	2	Region(s):	East	
Grade Levels Served:	TK-5	Current Enrollment:	301	
Grade Levels Authorized in Current Charter:	TK-5	Approved Enrollment in Current Charter:	410	
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 Para Los Niños Charter (“Charter School”), located in Board District 2 and Region East, for a term of five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 410 students in grades TK-5 in each year of the charter term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners 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

	Para Los Niños Charter
Initial Authorization:	On May 14, 2002, Para Los Niños Charter was authorized by the LAUSD Board of Education to serve 255 students in grades K-5.
Most Recent Renewal	The charter was renewed on October 18, 2016 for a five-year term (July 1, 2017-June 30, 2022) to serve up to 410 students in grades TK-5. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Para Los Niños Charter expires June 30, 2025.
Approved Material Revisions of Current Charter:	Not applicable

	Para Los Niños Charter
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Para Los Niños Charter submitted its renewal petition application on August 22, 2024. The 90-day statutory timeline for Board action on the petition runs through November 20, 2024.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Para Los Niños Charter implements the LAUSD Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Para Los Niños Charter participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Para Los Niños Charter is operated by Para Los Niños, a California nonprofit public benefit corporation that also operates one other LAUSD-authorized charter school.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

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

The charter school has attained measurable increases in academic achievement schoolwide and for numerically significant student groups. Please see the attached Para Los Niños Charter Data Set.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels were 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.

Para Los Niños Charter Dashboard Indicators

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

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

c. English Language Arts Academic 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 all three 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 all three numerically significant student groups.

Para Los Niños Charter - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Low	-8.6	Low	-12.2	Higher
Latino	Met	Low	-6.9	Low	-38.6	Higher
English Learner	Met	Low	-20.7	Low	-61.2	Higher
Socioeconomically Disadvantaged	Met	Low	-8.5	Low	-41.4	Higher

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

Para Los Niños Charter - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Orange	-9.7	-1.1	Orange	-13.6	Higher
Latino	Met	Orange	-8.2	-1.3	Orange	-40.2	Higher
English Learner	Met	Orange	-28.2	-7.5	Orange	-67.7	Higher
Socioeconomically Disadvantaged	Met	Orange	-11.3	-2.8	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 Academic 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.

Para Los Niños Charter - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Medium	-20.4	Low	-51.7	Higher
Latino	Met	Medium	-19.1	Low	-83.4	Higher
English Learner	Met	Medium	-22.7	Low	-92.0	Higher
Socioeconomically Disadvantaged	Met	Medium	-21.1	Low	-84.0	Higher

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

Para Los Niños Charter - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Orange	-25.3	-4.9	Orange	-49.1	Higher
Latino	Met	Yellow	-24.5	-5.3	Orange	-80.8	Higher
English Learner	Met	Orange	-27.5	-4.7	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Orange	-27.4	-6.2	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 Academic Indicator

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

Para Los Niños Charter - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Very High	66.7%	Medium	50.3%	Higher

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

Para Los Niños Charter - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Red	42.9%	-23.8%	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 Academic Indicator

Not applicable

g. Chronic Absenteeism Indicator

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

h. Graduation Indicator [HS only]

Not applicable

i. Suspension Rate Indicator

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

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 Para Los Niños Charter 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>Accomplished</i>
2023-2024	<i>Accomplished</i>
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2022-2023	<i>Developing</i>
2023-2024	<i>Developing</i>
Concerns	The ratings of <i>Developing</i> in 2022-2023 and 2023-2024 were primarily due to audit findings reported in Para Los Niños' 2021-2022 and 2022-2023 independent audit reports, respectively. See further details in the VII. Fiscal Management and Performance section below. The CSD continues to monitor Para Los Niños' performance in this category as part of the annual oversight.

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.

Para Los Niños Charter did not submit verified data for consideration as part of its renewal application.

VII. **FISCAL MANAGEMENT AND PERFORMANCE**a. Fiscal Condition

Para Los Niños Charter's fiscal condition has been positive, with a net asset balance of \$730,569, since the 2019-2020 fiscal year. When necessary, unrestricted contributions from Para Los Niños, the charter operator, are transferred to the Para Los Niños charter schools to achieve a breakeven position, resulting in \$0 (or minimal) net income/net loss in the schools' financials.

	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Unaudited Actuals)
Net Assets	\$730,569	\$730,569	\$730,569	\$730,569	\$730,569
Net Income/Loss	\$0	\$0	\$0	\$0	\$0
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Norm Enrollment	348	320	296	271	230

Para Los Niños Charter 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 the oversight process.

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

Para Los Niños' 2022-2023 independent audit report identifies a significant deficiency, related to the operating organization and not its charter schools, related to internal controls over financial reporting of certain federal funds — specifically, the accuracy and completeness of the organization's Schedule of Expenditures of Federal and Non-Federal Awards (SEFA). This was a repeat finding from 2021-2022. The CSD discussed this matter with the organization and its independent auditors, respectively, and it was clarified by the independent auditors that the issue underlying this audit finding is immaterial in relation to Para Los Niños' financial statements and SEFA as a whole, considering it was a portion of \$400,000 determined to be miscategorized as non-federal funds as opposed to federal funds. This represents less than 0.7% of the total \$58 million in federal grants awarded to Para Los Niños. The two other audit findings disclosed in Para Los Niños' 2021-2022 audit report did not repeat in 2022-2023. Para Los Niños' 2022-2023 independent audit report indicated that the respective recommendations for these two audit findings were fully implemented.

- c. Other Significant Fiscal Information

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

<u>Para Los Niños</u>					
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*	\$15,955,874	\$809,315	\$14,115,962	\$807,016

* On January 25, 2024, the Para Los Niños Board of Directors approved the voluntarily surrender of Para Los Niños - Evelyn Thurman Gratts Primary's charter, effective June 30, 2024, due to decreased enrollment, fiscal, and operational challenges.

Para Los Niños Charter

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
E	2	2615	Para Los Niños Charter	All Students	163	-8.6	Low	-12.2	Low	Higher	142	Orange	-9.7	-1.1	Maintained	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	96	-20.7	Low	-61.2	Low	Higher	77	Orange	-28.2	-7.5	Declined	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	*	-	No Performance Level	-62.9	Low	--	0	--	--	--	--	Orange	-67.9	-5	Declined	--
				Latino	161	-6.9	Low	-38.6	Low	Higher	139	Orange	-8.2	-1.3	Maintained	Orange	-40.2	-1.7	Maintained	Higher
				Native Hawaiian or Pacific Islander	0	--	--	-29.1	Low	--	0	--	--	--	--	Orange	-32.5	-3.4	Declined	--
				Socioeconomically Disadvantaged	152	-8.5	Low	-41.4	Low	Higher	126	Orange	-11.3	-2.8	Maintained	Orange	-42.6	-1.2	Maintained	Higher
				Students with Disabilities	22	-72.5	No Performance Level	-97.3	Very Low	--	29	No Color	-56.0	16.5	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 *	100%	--	--	100%	100%	--	100%	100%	100%	--	100%	100%	--	--
Participation Rate Met 2022 *	Yes	--	--	Yes	Yes	--	Yes	Yes	Yes	--	Yes	Yes	--	--
Percent of students tested in 2023	100%	--	--	100%	100%	--	--	--	100%	--	100%	100%	--	--
Participation Rate Met 2023	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

Para Los Niños Charter

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
E	2	2615	Para Los Niños Charter	All Students	163	-20.4	Medium	-51.7	Low	Higher	142	Orange	-25.3	-4.9	Declined	Orange	-49.1	2.6	Maintained	Higher
				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	96	-22.7	Median	-92.0	Low	Higher	77	Orange	-27.5	-4.7	Declined	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	*	-	No Performance Level	-101.8	Very Low	--	0	--	--	--	--	Red	-101.3	0.5	Maintained	--
				Latino	161	-19.1	Medium	-83.4	Low	Higher	139	Yellow	-24.5	-5.3	Declined	Orange	-80.8	2.6	Maintained	Higher
				Native Hawaiian or Pacific Islander	0	--	--	-71.3	Low	--	0	--	--	--	--	Orange	-71.3	0.0	Maintained	--
				Socioeconomically Disadvantaged	152	-21.1	Medium	-84.0	Low	Higher	126	Orange	-27.4	-6.2	Declined	Yellow	-80.8	3.2	Increased	Higher
				Students with Disabilities	22	-63.1	No Performance Level	-130.8	Very Low	--	29	No Color	-37.0	26.1	Increased 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 **	100%	--	--	100%	100%	--	100%	100%	100%	--	100%	100%	--	--
Participation Rate Met 2022 *	Yes	--	--	Yes	Yes	--	Yes	Yes	Yes	--	Yes	Yes	--	--
Percent of students tested in 2023	100%	--	--	100%	100%	--	--	--	100%	--	100%	100%	--	--
Participation Rate Met 2023	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

Para Los Niños Charter

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
E	2	2615	Para Los Niños Charter	English Learner	114	66.7%	Very High	50.3%	Medium	Higher	98	Red	42.9%	-23.8%	Declined 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	149	148	99.3%	Yes
2023	126	126	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		
Para Los Niños Charter		State
ELs Who Progressed at Least One ELPI Level	65.8%	47.5%
ELs Who Maintained ELPI Level 4	0.9%	2.8%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	21.9%	31.4%
ELs Who Decreased at Least One ELPI Level	11.4%	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		
Para Los Niños Charter		State
ELs Who Progressed at Least One ELPI Level	41.8%	46.4%
ELs Who Maintained ELPI Level 4	1.0%	2.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	38.8%	32.7%
ELs Who Decreased at Least One ELPI Level	18.4%	18.6%

Para Los Niños Charter

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/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/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
E	2	2615	Para Los Niños Charter	All Students	301	25.9%	Very High	30.0%	Very High	Lower	277	Red	26.4%	0.4%	Maintained	Yellow	24.3%	-5.7	Declined Significantly	Higher
				American Indian or Alaska Native	0	--	--	42.9%	Very High	--	0	--	--	--	--	Yellow	36.1%	-6.8	Declined Significantly	--
				Asian	0	--	--	11.5%	High	--	0	--	--	--	--	Yellow	10.1%	-1.4	Declined	--
				Black or African American	*	--	No Performance Level	42.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	36.4%	-6.5	Declined Significantly	--
				English Learner	158	25.9%	Very High	33.6%	Very High	Lower	130	Orange	25.4%	-0.6%	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	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	33.6%	-8.5	Declined Significantly	--
				Homeless Youth	*	--	No Performance Level	45.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	38.7%	-6.4	Declined Significantly	--
				Latino	293	25.3%	Very High	35.8%	Very High	Lower	267	Orange	24.7%	-0.5%	Declined	Yellow	28.4%	-7.4	Declined Significantly	Lower
				Native Hawaiian or Pacific Islander	0	--	--	43.9%	Very High	--	0	--	--	--	--	Yellow	37.6%	-6.3	Declined Significantly	--
				Socioeconomically Disadvantaged	276	24.3%	Very High	37.4%	Very High	Lower	252	Red	26.6%	2.3%	Increased	Yellow	29.9%	-7.5	Declined Significantly	Lower
				Students with Disabilities	39	25.6%	Very High	39.6%	Very High	Lower	51	Red	29.4%	3.8%	Increased	Yellow	33.1%	-6.5	Declined Significantly	Lower
				Two or More Races	*	--	No Performance Level	25.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	21.6%	-3.5	Declined Significantly	--
				White	0	--	--	21.9%	Very High	--	0	--	--	--	--	Yellow	18.5%	-3.5	Declined Significantly	--

Data Sources: California School Dashboard Research data files 2023

Para Los Niños Charter

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
E	2	2615	Para Los Niños Charter	All Students	303	0.3%	Very Low	3.1%	Medium	Lower	282	Blue	0.4%	0.0%	Maintained	Orange	3.5%	0.4%	Increased	Lower
				American Indian or Alaska Native	0	--	--	6.4%	High	--	0	--	--	--	--	Orange	7.4%	1.0%	Increased	--
				Asian	0	--	--	0.9%	Very Low	--	0	--	--	--	--	Green	1.1%	0.2%	Maintained	--
				Black or African American	*	--	No Performance Level	7.9%	High	--	*	No Color	--	--	No Change Level	Red	8.8%	0.9%	Increased	--
				English Learner	158	0.6%	Low	3.2%	Medium	Lower	132	Blue	0.0%	-0.6%	Declined	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	--	*	No Color	--	--	No Change Level	Orange	6.5%	1.0%	Increased	--
				Latino	295	0.3%	Very Low	3.3%	Medium	Lower	272	Blue	0.4%	0.0%	Maintained	Orange	3.8%	0.5%	Increased	Lower
				Native Hawaiian or Pacific Islander	0	--	--	4.5%	Medium	--	0	--	--	--	--	Orange	4.9%	0.4%	Increased	--
				Socioeconomically Disadvantaged	277	0.0%	Very Low	4.0%	Medium	Lower	255	Green	0.4%	0.4%	Increased	Orange	4.5%	0.5%	Increased	Lower
				Students with Disabilities	40	2.5%	Medium	5.4%	High	Lower	51	Blue	0.0%	-2.5%	Declined	Orange	5.9%	0.5%	Increased	Lower
				Two or More Races	*	--	No Performance Level	2.9%	Medium	--	*	No Color	--	--	No Change Level	Orange	3.3%	0.4%	Increased	--
				White	0	--	--	2.6%	Medium	--	0	--	--	--	--	Yellow	2.9%	0.2%	Maintained	--

Data Sources: California School Dashboard Research data files 2023

Para Los Niños Charter 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
E	2	2615	Para Los Niños Charter	236	96.2%	0.0%	0.4%	0.0%	2.1%	47.5%	0.0%	0.8%	1.3%	96.6%	0.0%	0.0%	0.8%	96.2%	15.3%	0.0%	0.0%
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
E	2	2615	Para Los Niños Charter	274	86.5%	0.0%	0.0%	0.0%	1.8%	46.4%	0.0%	0.4%	1.5%	97.1%	0.0%	0.0%	1.1%	89.4%	13.5%	0.0%	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>

Para Los Niños Charter

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
E	2	2615	Para Los Niños Charter	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>

Para Los Niños Charter

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
E	2	2615	Para Los Niños Charter	LTEL 6+ Years	0	0.0%	226,535	11.1%	0	0.0%	211,218	18.1%
				At-Risk 4-5 Years	24	13.5%	144,190	7.1%	14	9.2%	136,190	9.6%
				EL 0-3 Years	84	47.2%	505,487	24.8%	80	52.3%	519,652	26.0%
				EL 4+ Years Not At-Risk or LTEL	19	10.7%	236,323	11.6%	18	11.8%	207,773	10.4%
				EL total	127	71.3%	1,112,535	54.5%	112	73.2%	1,074,833	53.8%
				RFEP	51	28.7%	927,723	45.5%	41	26.8%	924,460	46.2%
				Total (Ever)	178	100.0%	2,040,258	100.0%	153	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>

Para Los Niños Charter

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 %
E	2	2615	Para Los Niños Charter	236	36	15.3%
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 %
E	2	2615	Para Los Niños Charter	274	37	13.5%
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
E	2	2615	Para Los Niños Charter	94.3%	5.7%	2	0	0	0	0	0	0	0	1	0	15	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
E	2	2615	Para Los Niños Charter	89.2%	10.8%	3	0	0	1	0	0	0	0	2	0	12	19	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



LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report
 DESEGREGATION IMPACT STATEMENT (DIS)
 PARA LOS NIÑOS CHARTER
 BOARD OF EDUCATION REPORT 091 – 24/25
 November 19, 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 410 students in grades TK-5 in each year of the charter term.

II. Summary Description of Current District Practice:

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

III. Proposed Change:

The approval of this charter petition would renew the charter of Para Los Niños Charter 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:

Kathleen Di Paola
 KATHLEEN DI PAOLA
 Specialist
 Charter Schools Division

APPROVED BY:

[Signature]
 KEITH H. ABRAHAMS, III
 Executive Director
 Student Integration Services

[Return to Order of Business](#)

TAB 24



Board of Education Report

File #: Rep-092-24/25, Version: 1

Approval of the Renewal Petition for Downtown Value [PUBLIC HEARING]
November 19, 2024
Charter Schools Division

Action Proposed:

Approve the renewal petition for Downtown Value (“Charter School”), with benchmarks in the area of academics, located in Board District 5 and Region South, for five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 456 students in grades TK-8 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:

Downtown Value is a TK-8 school currently serving 394 students on a private facility in Los Angeles at 950 W. Washington Blvd., Los Angeles, CA, 90015 in Board District 5 and Region South. Downtown Value was originally approved by the LAUSD Board of Education on December 11, 2001. On November 15, 2016, the charter school was renewed for a five-year term to serve 456 students in grades TK-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Downtown Value expires June 30, 2025.

On August 21, 2024, Downtown Value submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through November 19, 2024.

An initial Public Hearing was held on September 10, 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 Downtown Value 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. 092, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of 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.

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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 - Downtown Value Data Set

Attachment C - Downtown Value RSM Data

Attachment D - Desegregation Impact Statement

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

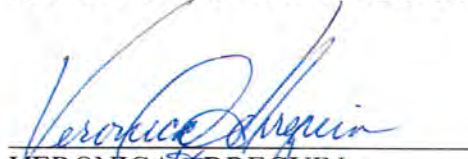
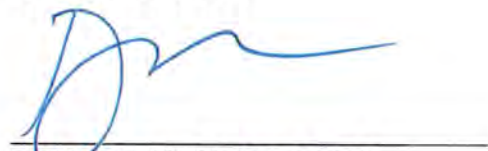
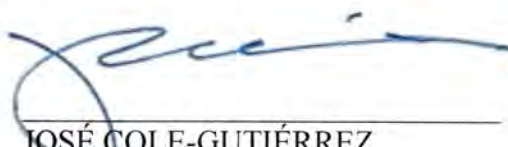
[≤https://drive.google.com/drive/folders/1mpE5qSFERc1T6aIQTDlQDTSdZlcAx9sk?usp=drive_link≥](https://drive.google.com/drive/folders/1mpE5qSFERc1T6aIQTDlQDTSdZlcAx9sk?usp=drive_link)

Informatives:

Not applicable

Submitted:

10/22/24

RESPECTFULLY SUBMITTED,
ALBERTO M. CARVALHO
Superintendent**APPROVED & PRESENTED BY:**
VERONICA ARREGUIN
Chief Strategy Officer
Office of the Chief Strategy Officer**REVIEWED BY:**
DEVORA NAVERA REED
General Counsel☒ Approved as to form.**APPROVED & PRESENTED BY:**
JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division**REVIEWED BY:**
NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance☒ Approved as to budget impact statement.

STAFF ASSESSMENT AND RECOMMENDATION REPORT

RENEWAL PETITION

Board of Education Report 092-24/25

November 19, 2024

School Name:	Downtown Value			BOARD IS REQUIRED TO TAKE ACTION BY: November 19, 2024
Type of Charter School:	Start-Up Independent Charter School			
Charter Operator	Value Schools			
Location Code:	4765			
Type of Site(s):	Private Site			
Site Address(es):	950 W. Washington Blvd., Los Angeles, CA 90015			
Board District(s):	5	Region(s):	South	
Grade Levels Served:	TK-8	Current Enrollment:	394	
Grade Levels Authorized in Current Charter:	TK-8	Approved Enrollment in Current Charter:	456	
CONSIDERATION:	Renewal			
CDE PERFORMANCE CATEGORY: (PER CDE'S 2024 CLASSIFICATION)	Middle Performing			
STAFF RECOMMENDATION:	Approval with benchmarks for a five (5)-year term (2025-2030)			
PROPOSED BENCHMARKS:	The following academic benchmarks are proposed for Downtown Value for the 2025-2030 charter term: 1. In each year of the charter term, the school shall demonstrate academic growth in English Language Arts (ELA) for English Learners as reported on the California School Dashboard ELA Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level; or achieved a DFS that is equal to or higher than their respective student group state average DFS. 2. In each year of the charter term, the school shall demonstrate progress on the English Learner Progress Indicator (ELPI) as reported on the California School Dashboard by making progress towards English language proficiency by achieving an Increased or Increased Significantly from the prior year as measured by Change Level; or achieved a percentage of students that are making progress towards English language proficiency that is equal to or			

	higher than the state percentage of students that are making progress.

	As part of ongoing oversight, the District will review the charter school's performance at its annual oversight visit to determine any appropriate actions, including consideration of the school's progress upon submission of a renewal petition at the end of the term of the charter.

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Downtown Value ("Charter School"), with benchmarks in the area of academics, located in Board District 5 and Region South, for a term of five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 456 students in grades TK-8 in each year of the charter term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 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

	Downtown Value
Initial Authorization:	On December 11, 2001, Downtown Value (formerly named Las Familias del Pueblo Value School) was authorized by the LAUSD Board of Education to serve 420 students in grades K-8.
Most Recent Renewal	The charter was renewed on November 15, 2016 for a five-year term (July 1, 2017 - June 30, 2022) to serve up to 456 students in grades TK-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Downtown Value expires June 30, 2025.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Downtown Value submitted its renewal petition application on August 21, 2024. The 90-day statutory timeline for Board action on the petition runs through November 19, 2024.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Downtown Value implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Downtown Value participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Downtown Value is operated by Value Schools, a California nonprofit public benefit corporation that also operates three other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Downtown Value 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 (ELA) for All Students and majority of numerically significant student groups on the California School Dashboard. The charter school did not submit verified data for consideration as part of its renewal application. A further analysis in ELA showed that in 2022, the charter school's performance was higher when compared to the performance of Resident Schools Medians (RSM) for All Students and all numerically significant student groups. In 2023, the charter school's performance was higher when compared to the performance of RSM for All Students and for two of the four numerically significant student groups. Please see the attached Downtown Value 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 were 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.

Downtown Value School Dashboard Indicators

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	Low	Low	High	Not applicable	High	Not applicable	Medium
2022-2023	Orange	Yellow	Red	Not applicable	Orange	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 three of four numerically significant student groups. In 2023 in ELA, the charter school's DFS was lower than the state for All Students and lower than the state for three of four numerically significant student groups.

As noted above, staff is recommending a benchmark in ELA for the English Learner student group. In order to improve student outcomes in ELA for English Learners (and all students), charter school leaders report hiring a Director of Instruction, who provides coaching to teachers through a feedback cycle and implementing a new ELA curriculum along with supplemental software to support the development of reading skills.

Downtown Value School - 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	-41.9	Low	-12.2	Lower
Latino	Met	Low	-41.8	Low	-38.6	Lower
English Learner	Met	Low	-64.5	Low	-61.2	Lower
Socioeconomically Disadvantaged	Met	Low	-43.9	Low	-41.4	Lower
Students with Disabilities	Met	Very Low	-95.7	Very Low	-97.3	Higher

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

Downtown Value School - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Orange	-48.2	-6.3	Orange	-13.6	Lower
Latino	Met	Orange	-47.9	-6.0	Orange	-40.2	Lower
English Learner	Met	Red	-74.9	-10.4	Orange	-67.7	Lower
Socioeconomically Disadvantaged	Met	Orange	-51.0	-7.1	Orange	-42.6	Lower
Students with Disabilities	Met	Orange	-81.4	14.3	Red	-96.3	Higher

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

d. Math Indicator

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

Downtown Value School - 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	-81.6	Low	-51.7	Lower
Latino	Met	Low	-81.7	Low	-83.4	Higher
English Learner	Met	Very Low	-95.4	Low	-92.0	Lower
Socioeconomically Disadvantaged	Met	Low	-84.1	Low	-84.0	Lower
Students with Disabilities	Met	Very Low	-128.1	Very Low	-130.8	Higher

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

Downtown Value School - 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	-76.3	5.3	Orange	-49.1	Lower
Latino	Met	Yellow	-75.6	6.2	Orange	-80.8	Higher
English Learner	Met	Yellow	-92.3	3.2	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Yellow	-78.6	5.5	Yellow	-80.8	Higher
Students with Disabilities	Met	Orange	-103.7	24.4	Orange	-127.3	Higher

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

e. English Learner Progress Indicator

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

As noted above, staff is recommending a benchmark for the English Learner Progress Indicator. In order to improve student outcomes in this area, charter school leaders report implementing a new literacy curriculum and program, and providing additional professional development in integrated English Language Development (ELD) strategies for all teachers and specific literacy curriculum for ELD teachers.

Downtown Value School - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	High	57.0%	Medium	50.3%	Higher

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

Downtown Value School - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Red	31.8%	-25.2%	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 school's rate of chronic absenteeism was lower than the state for All Students and for all four numerically significant student groups. In 2023 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was lower than the state for All Students and for all five numerically significant student groups.

h. Graduation Indicator [HS only]

Not applicable

i. Suspension Rate Indicator

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

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 Downtown Value 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>Developing</i>
Concerns	The rating of <i>Developing</i> in 2022-2023 and 2023-2024 was a result of the average score of CA School Dashboard indicators. The CSD continues to monitor Downtown Value's performance in this category as part of the annual oversight.

c. Organizational Management, Programs, and Operations

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

d. Fiscal Operations

Oversight Ratings/Concerns	
2022-2023	<i>Accomplished</i>
2023-2024	<i>Accomplished</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.

Downtown Value 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, and considering the absence of verified data, staff determined that the school's performance in ELA required further review.

Based on the charter school's performance on California School Dashboard in ELA and the lack of verified data, staff conducted a further analysis of ELA in comparison to the RSM.¹ As indicated in the tables below, when comparing the charter school to the RSM, Downtown Value's data indicates that its student performance in ELA on California School Dashboard is higher than the RSM for All Students and all numerically significant student groups in 2022. In 2023, the charter school was higher than the RSM for All Students and two of the four numerically significant student groups.

Downtown Value 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	303	Low	-41.9	4,182	Low	-55.30	Higher
Latino	301	Low	-41.8	3,550	Low	-54.30	Higher
English Learner	143	Low	-64.5	1,806	Very Low	-101.85	Higher
Socioeconomically Disadvantaged	277	Low	-43.9	4,057	Low	-55.50	Higher
Students with Disabilities	41	Very Low	-95.7	596	Very Low	-123.70	Higher

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

¹ Per LAUSD Policy, a Resident Schools Median analysis is conducted for charter schools classified as Middle Performing, to determine whether closure of the charter school is in the best interest of pupils, among other factors.

Downtown Value 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	297	Orange	-48.2	4,146	Orange	-49.3	Higher
Latino	290	Orange	-47.9	3,805	Orange	-46.9	Lower
English Learner	115	Red	-74.9	1,733	Orange	-105.3	Higher
Socioeconomically Disadvantaged	284	Orange	-51.0	3,595	Orange	-49.7	Lower
Students with Disabilities	47	Orange	-81.4	646	Red	-125.0	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

Downtown Value'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	\$5,211,185	\$6,216,533	\$7,503,998	\$9,037,134	\$9,590,525
Net Income/Loss	\$270,906	\$1,005,348	\$1,287,465	\$1,533,136	\$553,391
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Norm Enrollment	449	441	428	441	425

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.

Value 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)
4	4	\$22,754,501	\$2,461,705	\$37,826	(\$204,880)

According to Value Schools, the \$204,880 net loss reported by the organization—excluding its related parties and charter schools—was primarily attributed to the Value Schools Board-approved forgiveness of \$600,000 charter management organization fees (accumulated between 2017-2020), for Everest Value, another of the four charter schools operated by Value Schools, for the 2022-2023 school year due to Everest Value’s financial condition. The CSD will continue to monitor the organization’s financial condition as part of its oversight process.

Downtown Value

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
S	5	4765	Downtown Value	All Students	303	-41.9	Low	-12.2	Low	Lower	297	Orange	-48.2	-6.3	Declined	Orange	-13.6	-1.4	Maintained	Lower
				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	143	-64.5	Low	-61.2	Low	Lower	115	Red	-74.9	-10.4	Declined	Orange	-67.7	-6.5	Declined	Lower
				Filipino	0	--	--	42.9	High	--	0	--	--	--	--	Green	44	1.1	Maintained	--
				Foster Youth	0	--	--	-85.6	Very Low	--	0	No Color	--	--	No Change Level	Red	-89.2	-2.5	Maintained	--
				Homeless Youth	*	-	No Performance Level	-62.9	Low	--	19	No Color	-111.5	--	No Change Level	Orange	-67.9	-5	Declined	--
				Latino	301	-41.8	Low	-38.6	Low	Lower	290	Orange	-47.9	-6	Declined	Orange	-40.2	-1.7	Maintained	Lower
				Native Hawaiian or Pacific Islander	0	--	--	-29.1	Low	--	0	--	--	--	--	Orange	-32.5	-3.4	Declined	--
				Socioeconomically Disadvantaged	277	-43.9	Low	-41.4	Low	Lower	284	Orange	-51.0	-7.1	Declined	Orange	-42.6	-1.2	Maintained	Lower
				Students with Disabilities	41	-95.7	Very Low	-97.3	Very Low	Higher	47	Orange	-81.4	14.3	Increased	Red	-96.3	1.8	Maintained	Higher
				Two or More Races	0	--	--	25.1	High	--	0	--	--	--	--	Green	24.3	-0.8	Maintained	--
				White	0	--	--	21.9	High	--	0	No Color	--	--	No Change Level	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 *	100%	--	--	100%	100%	--	--	100%	100%	--	100%	100%	--	--
Participation Rate Met 2022 *	Yes	--	--	Yes	Yes	--	--	Yes	Yes	--	Yes	Yes	--	--
Percent of students tested in 2023	99%	--	--	100%	99%	--	100%	100%	99%	--	99%	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

Downtown Value

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 to 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
S	5	4765	Downtown Value	All Students	303	-81.6	Low	-51.7	Low	Lower	298	Yellow	-76.3	5.3	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	143	-95.4	Very Low	-92.0	Low	Lower	116	Yellow	-92.3	3.2	Increased	Orange	-93.4	-1.4	Maintained	Higher
				Filipino	0	--	--	2.7	High	--	0	--	--	--	--	Green	7.4	4.8	Increased	--
				Foster Youth	0	--	--	-126.3	Very Low	--	*	No Color	--	--	No Change Level	Red	-127.4	1.4	Maintained	--
				Homeless Youth	*	-	No Performance Level	-101.8	Very Low	--	19	No Color	-139.9	--	No Change Level	Red	-101.3	0.5	Maintained	--
				Latino	301	-81.7	Low	-83.4	Low	Higher	291	Yellow	-75.6	6.2	Increased	Orange	-80.8	2.6	Maintained	Higher
				Native Hawaiian or Pacific Islander	0	--	--	-71.3	Low	--	0	--	--	--	--	Orange	-71.3	0.0	Maintained	--
				Socioeconomically Disadvantaged	277	-84.1	Low	-84.0	Low	Lower	285	Yellow	-78.6	5.5	Increased	Yellow	-80.8	3.2	Increased	Higher
				Students with Disabilities	41	-128.1	Very Low	-130.8	Very Low	Higher	47	Orange	-103.7	24.4	Increased Significantly	Orange	-127.3	5.5	Increased	Higher
				Two or More Races	0	--	--	-9.9	Medium	--	0	--	--	--	--	Yellow	-7.4	2.5	Maintained	--
				White	0	--	--	-13.4	Medium	--	*	No Color	--	--	No Change Level	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 **	100%	--	--	100%	100%	--	--	100%	100%	--	100%	100%	--	--
Participation Rate Met 2022 *	Yes	--	--	Yes	Yes	--	--	Yes	Yes	--	Yes	Yes	--	--
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

Downtown Value

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
S	5	4765	Downtown Value	English Learner	121	57.0%	High	50.3%	Medium	Higher	129	Red	31.8%	-25.2%	Declined 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	148	147	99.3%	Yes
2023	162	160	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		
Downtown Value		State
ELs Who Progressed at Least One ELPI Level	56.2%	47.5%
ELs Who Maintained ELPI Level 4	0.8%	2.8%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	33.9%	31.4%
ELs Who Decreased at Least One ELPI Level	9.1%	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		
Downtown Value		State
ELs Who Progressed at Least One ELPI Level	29.7%	46.4%
ELs Who Maintained ELPI Level 4	1.6%	2.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	39.8%	32.7%
ELs Who Decreased at Least One ELPI Level	28.9%	18.6%

Downtown Value

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/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/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	Location 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
S	5	4765	Downtown Value	All Students	455	18.9%	High	30.0%	Very High	Lower	459	Orange	19.4%	0.5%	Increased	Yellow	24.3%	-5.7	Declined Significantly	Lower
				American Indian or Alaska Native	0	--	--	42.9%	Very High	--	0	--	--	--	--	Yellow	36.1%	-6.8	Declined Significantly	--
				Asian	0	--	--	11.5%	High	--	0	--	--	--	--	Yellow	10.1%	-1.4	Declined	--
				Black or African American	*	--	No Performance Level	42.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	36.4%	-6.5	Declined Significantly	--
				English Learner	164	16.5%	High	33.6%	Very High	Lower	178	Orange	17.4%	1.0%	Increased	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	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	33.6%	-8.5	Declined Significantly	--
				Homeless Youth	14	7.1%	No Performance Level	45.1%	Very High	--	33	No Color	12.1%	5.0%	Increased	Yellow	38.7%	-6.4	Declined Significantly	Lower
				Latino	450	18.7%	High	35.8%	Very High	Lower	446	Orange	19.1%	0.4%	Maintained	Yellow	28.4%	-7.4	Declined Significantly	Lower
				Native Hawaiian or Pacific Islander	0	--	--	43.9%	Very High	--	0	--	--	--	--	Yellow	37.6%	-6.3	Declined Significantly	--
				Socioeconomically Disadvantaged	414	18.1%	High	37.4%	Very High	Lower	435	Orange	18.6%	0.5%	Increased	Yellow	29.9%	-7.5	Declined Significantly	Lower
				Students with Disabilities	59	20.3%	Very High	39.6%	Very High	Lower	72	Red	25.0%	4.7%	Increased	Yellow	33.1%	-6.5	Declined Significantly	Lower
				Two or More Races	0	--	--	25.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	21.6%	-3.5	Declined Significantly	--
				White	0	--	--	21.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	18.5%	-3.5	Declined Significantly	--

Data Sources: California School Dashboard Research data files 2023

Downtown Value

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
S	5	4765	Downtown Value	All Students	459	1.1%	Medium	3.1%	Medium	Lower	466	Orange	2.4%	1.3%	Increased	Orange	3.5%	0.4%	Increased	Lower
				American Indian or Alaska Native	0	--	--	6.4%	High	--	0	--	--	--	--	Orange	7.4%	1.0%	Increased	--
				Asian	0	--	--	0.9%	Very Low	--	0	--	--	--	--	Green	1.1%	0.2%	Maintained	--
				Black or African American	*	--	No Performance Level	7.9%	High	--	*	No Color	--	--	No Change Level	Red	8.8%	0.9%	Increased	--
				English Learner	164	0.6%	Low	3.2%	Medium	Lower	179	Green	0.6%	-0.1%	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	14	0.0%	No Performance Level	5.5%	High	--	35	No Color	0.0%	0.0%	Maintained	Orange	6.5%	1.0%	Increased	Lower
				Latino	454	1.1%	Medium	3.3%	Medium	Lower	453	Orange	2.4%	1.3%	Increased	Orange	3.8%	0.5%	Increased	Lower
				Native Hawaiian or Pacific Islander	0	--	--	4.5%	Medium	--	0	--	--	--	--	Orange	4.9%	0.4%	Increased	--
				Socioeconomically Disadvantaged	418	0.7%	Low	4.0%	Medium	Lower	442	Orange	2.3%	1.5%	Increased	Orange	4.5%	0.5%	Increased	Lower
				Students with Disabilities	59	1.7%	Medium	5.4%	High	Lower	72	Orange	2.8%	1.1%	Increased	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	0	--	--	2.6%	Medium	--	*	No Color	--	--	No Change Level	Yellow	2.9%	0.2%	Maintained	--

Data Sources: California School Dashboard Research data files 2023

Downtown Value

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/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/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
S	5	4765	Downtown Value	425	91.3%	0.0%	0.0%	0.0%	1.9%	38.4%	0.0%	0.2%	4.9%	98.1%	0.0%	0.0%	0.0%	93.9%	15.5%	0.0%	0.0%
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
S	5	4765	Downtown Value	437	68.6%	0.0%	0.0%	0.0%	2.1%	37.3%	0.0%	0.0%	1.1%	97.9%	0.0%	0.0%	0.0%	79.2%	12.1%	0.0%	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/sd/filesenr.asp>

Downtown Value

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
S	5	4765	Downtown Value	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>

Downtown Value

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
S	5	4765	Downtown Value	LTEL 6+ Years	23	8.6%	226,535	11.1%	26	10.2%	211,218	18.1%
				At-Risk 4-5 Years	15	5.6%	144,190	7.1%	23	9.0%	136,190	9.6%
				EL 0-3 Years	90	33.6%	505,487	24.8%	83	32.5%	519,652	26.0%
				EL 4+ Years Not At-Risk or LTEL	35	13.1%	236,323	11.6%	31	12.2%	207,773	10.4%
				EL total	163	60.8%	1,112,535	54.5%	163	63.9%	1,074,833	53.8%
				RFEP	105	39.2%	927,723	45.5%	92	36.1%	924,460	46.2%
				Total (Ever)	268	100.0%	2,040,258	100.0%	255	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>

Downtown Value

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/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 Special Education Enrollment

RG	BD	Location Code	School	OCT 2023 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
S	5	4765	Downtown Value	425	66	15.5%
			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 %
S	5	4765	Downtown Value	437	53	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
S	5	4765	Downtown Value	84.8%	15.2%	7	0	0	0	0	0	3	0	9	0	23	24	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
S	5	4765	Downtown Value	88.7%	11.3%	4	0	0	0	0	0	1	0	4	0	18	25	1	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

Downtown Value

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.

Downtown Value 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	303	Low	-41.9	4,182	Low	-55.30	Higher
Latino	301	Low	-41.8	3,550	Low	-54.30	Higher
English Learner	143	Low	-64.5	1,806	Very Low	-101.85	Higher
Socioeconomically Disadvantaged	277	Low	-43.9	4,057	Low	-55.50	Higher
Students with Disabilities	41	Very Low	-95.7	596	Very Low	-123.70	Higher

Downtown Value 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	297	Orange	-48.2	4,146	Orange	-49.3	Higher
Latino	290	Orange	-47.9	3,805	Orange	-46.9	Lower
English Learner	115	Red	-74.9	1,733	Orange	-105.3	Higher
Socioeconomically Disadvantaged	284	Orange	-51.0	3,595	Orange	-49.7	Lower
Students with Disabilities	47	Orange	-81.4	646	Red	-125.0	Higher



LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report
 DESEGREGATION IMPACT STATEMENT (DIS)
 DOWNTOWN VALUE
 BOARD OF EDUCATION REPORT 092 – 24/25
 November 19, 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 456 students in grades TK-8 in each year of the charter term.

II. Summary Description of Current District Practice:

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

III. Proposed Change:

The approval of this charter petition would renew the charter of Downtown Value 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.

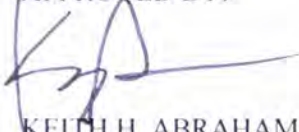
VI. If proposed action affects negatively any desegregation program, list other option(s) identified:

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:


 CHRISTINE KAE
 Specialist
 Charter Schools Division

APPROVED BY:


 KEITH H. ABRAHAMS, III
 Executive Director
 Student Integration Services

[Return to Order of Business](#)

TAB 25



Board of Education Report

File #: Rep-093-24/25, Version: 1

Approval of the Renewal Petition for Equitas Academy 2 [PUBLIC HEARING]

November 19, 2024

Charter Schools Division

Action Proposed:

Approve the renewal petition for Equitas Academy 2 (“Charter School”), with benchmarks in the area of fiscal operations, located in Board District 5 and Region West, for five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 400 students in grades 5-8 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:

Equitas Academy 2 is a 5-8 school currently serving 437 students on a private facility in Pico-Union at 2723 W 8th St., Los Angeles, CA, 90005 in Board District 5 and Region West. Equitas Academy 2 was originally approved by the LAUSD Board of Education on January 10, 2012. On September 20, 2016, the charter school was renewed for a five-year term to serve 400 students in grades 5-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Equitas Academy 2 expires June 30, 2025.

On August 21, 2024, Equitas Academy 2 submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through November 19, 2024.

An initial Public Hearing was held on September 10, 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 Equitas Academy 2 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. 093, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of 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.

File #: Rep-093-24/25, Version: 1

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 - Equitas Academy 2 Data Set

Attachment C - Verified Data Reports

Attachment D - Equitas Academy 2 RSM Data

Attachment E - Desegregation Impact Statement

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

[≤https://drive.google.com/drive/folders/1xuITw69s6G4KU6tvXis-pk1oA1deloHi?usp=drive_link>](https://drive.google.com/drive/folders/1xuITw69s6G4KU6tvXis-pk1oA1deloHi?usp=drive_link)

Informatives:

Not applicable

Submitted:

10/22/24

RESPECTFULLY SUBMITTED,


ALBERTO M. CARVALHO
Superintendent

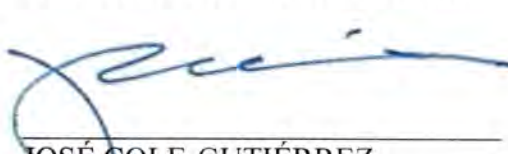
APPROVED & PRESENTED BY:


VERONICA ARREGUIN
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:


DEVORA NAVERA REED
General Counsel☒ Approved as to form.

APPROVED & PRESENTED BY:


JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division

REVIEWED BY:


NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance☒ Approved as to budget impact statement.

STAFF ASSESSMENT AND RECOMMENDATION REPORT

RENEWAL PETITION

Board of Education Report 093-24/25
November 19, 2024

School Name:	Equitas Academy 2			BOARD IS REQUIRED TO TAKE ACTION BY: November 19, 2024
Type of Charter School:	Start-Up Independent Charter School			
Charter Operator	Equitas Academy Charter School, Inc.			
Location Code:	5190			
Type of Site(s):	Private			
Site Address(es):	2723 W 8 th St., Los Angeles, CA 90005			
Board District(s):	5	Region(s):	West	
Grade Levels Served:	5-8	Current Enrollment:	437	
Grade Levels Authorized in Current Charter:	5-8	Approved Enrollment in Current Charter:	400	
CONSIDERATION:	Renewal			
CDE PERFORMANCE CATEGORY: (PER CDE'S 2024 CLASSIFICATION)	Middle Performing			
STAFF RECOMMENDATION:	Approval with benchmarks for a five (5)-year term (2025-2030)			
PROPOSED BENCHMARKS:	The following fiscal benchmarks are proposed for Equitas Academy 2 for the 2025-2030 charter term: 1) In each year of the charter term, the school will submit Equitas Academy Charter School, Inc.'s independent audit report reflecting no material internal control weaknesses related to timely and accurate closing its books at year-end. 2) On July 1, 2025, the school's governing board must provide a comprehensive update to Equitas Academy Charter School, Inc.'s ("Equitas") financial plan that includes: a. Specific actions that include Equitas' five-year balanced budget and cash flow projections (including descriptions of all assumptions), that maintain monthly positive cash balances and indicate consistent improvement toward the reversal of Equitas' negative financial condition by the end of Fiscal Year 2029-2030; and b. Specific plans and actions that indicate reduction of Equitas' and its charter schools' intraorganizational borrowing (e.g., Equitas and its charter schools' intraorganizational loan repayment terms and repayment schedules)			

**PROPOSED
BENCHMARKS (CONT.):**

- 3) Equitas will provide a written report on an annual basis, beginning on January 1, 2026, and continuing through the end of Fiscal Year 2029-2030, regarding Equitas' progress in successfully executing the five-year budget and loan repayment plans, as referenced in the fiscal benchmarks 2) a and 2) b above.

As part of ongoing oversight, the District will review Equitas Academy Charter School, Inc.'s annual independent audit reports, status reports, and any additional relevant information to determine any appropriate actions, including consideration of the school's progress upon submission of a renewal petition at the end of the term of the charter.

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Equitas Academy 2 ("EQ2" or "Charter School"), with benchmarks in the area of fiscal operations, located in Board District 5 and Region West, for a term of five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 400 students in grades 5-8 in each year of the charter term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 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**

	Equitas Academy 2
Initial Authorization:	On January 10, 2012, Equitas Academy 2 was authorized by the LAUSD Board of Education to serve 300 students in grades 5-8.
Most Recent Renewal	The charter was renewed on September 20, 2016, for a five-year term (July 1, 2017 - June 30, 2022) to serve up to 400 students in grades 5-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Equitas Academy 2 expires June 30, 2025.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Equitas Academy 2 submitted its renewal petition application on August 21, 2024. The 90-day statutory timeline for Board action on the petition runs through November 19, 2024.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Equitas Academy 2 implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Equitas Academy 2 participates in LAUSD Special Education Local Plan Area (SELPA) Option 3

B. Charter School Operator

Equitas Academy 2 is operated by Equitas Academy Charter School, Inc., a California nonprofit public benefit corporation that also operates five (5) other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Equitas Academy 2 has been identified by the state as a Middle performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard; and whether there was clear and convincing verified data evidence showing the school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.

The charter school's DFS was lower than the state in English Language Arts (ELA) and Math on the California School Dashboard. However, the charter school provided one year of verified data which demonstrated one year's progress for the majority of grade levels and student groups. A further analysis showed that the charter school's performance was higher when compared to the performance of Resident Schools Medians (RSM) in 2023 for ELA and Math. Please see the attached Equitas Academy 2 data sets.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels were 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.

Equitas Academy 2 Dashboard Indicators

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

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

c. English Language Arts Indicator

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

In order to continue to increase student outcomes in ELA, charter school leaders report the implementation of Professional Learning Communities designed to allocate time for teacher-to-teacher collaboration, sharing of best practices, and cooperative lesson planning. EQ2 leaders also reported the school's administrative team increased professional growth supports to teachers in the areas of general education and special education co-teaching, alignment between ELA and English

Equitas Academy 2 - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Low	-66.2	Low	-12.2	Lower
Latino	Met	Low	-67.1	Low	-38.6	Lower
English Learner	Not Met	Very Low	-117.2	Low	-61.2	Lower
Socioeconomically Disadvantaged	Met	Low	-69.3	Low	-41.4	Lower
Students with Disabilities	Met	Very Low	-146.0	Very Low	-97.3	Lower

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

Equitas Academy 2 - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Yellow	-46.5	19.7	Orange	-13.6	Lower
Latino	Met	Yellow	-46.6	20.5	Orange	-40.2	Lower
English Learner	Met	Orange	-85.8	31.8	Orange	-67.7	Lower
Socioeconomically Disadvantaged	Met	Yellow	-46.7	22.6	Orange	-42.6	Lower
Students with Disabilities	Met	Orange	-116.4	29.7	Red	-96.3	Lower

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

d. Math Indicator

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

In order to continue to increase student outcomes in Math, charter school leaders report contracting a K-8 Math Coach to support professional development, teacher coaching, and curriculum implementation support. EQ2 leaders also reported a daily Math and Reading intervention block for students and the provision of two (2) devices per student for increased access to online curriculum and intervention programs at school and at home. The charter school also added a data-driven Saturday school intervention program with a focus on foundational Math and Reading skills.

Equitas Academy 2 - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Very Low	-98.8	Low	-51.7	Lower

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
Latino	Met	Very Low	-99.1	Low	-83.4	Lower
English Learner	Not Met	Very Low	-140.0	Low	-92.0	Lower
Socioeconomically Disadvantaged	Met	Very Low	-101.1	Low	-84.0	Lower
Students with Disabilities	Met	Very Low	-165.3	Very Low	-130.8	Lower

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

Equitas Academy 2 - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Yellow	-90.7	8.1	Orange	-49.1	Lower
Latino	Met	Yellow	-90.2	8.9	Orange	-80.8	Lower
English Learner	Met	Orange	-130.4	10.5	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Yellow	-91.1	10.0	Yellow	-80.8	Lower
Students with Disabilities	Met	Orange	-160.4	4.9	Orange	-127.3	Lower

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

e. English Learner Progress Indicator

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

Equitas Academy 2- English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Medium	50.5%	Medium	50.3%	Higher

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

Equitas Academy 2 - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Yellow	50.5%	0%	Yellow	48.7%	Higher

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

f. College/Career Indicator

Not applicable

g. Chronic Absenteeism Indicator

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

h. Graduation Indicator [HS only]

Not applicable

i. Suspension Rate Indicator

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

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

Equitas Academy 2 was recognized by the California Department of Education (CDE) as a 2024 California Distinguished School.

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

In accordance with Education Code section 47604.32, the District's Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following four categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for Equitas Academy 2 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>Developing</i>
Concerns	The rating of <i>Developing</i> in 2022-2023 and 2023-2024 was a result of the average score of CA School Dashboard indicators. The CSD continues to monitor EQ2's performance in this category as part of the annual oversight.

c. Organizational Management, Programs, and Operations

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

d. Fiscal Operations

Oversight Ratings/Concerns	
2022-2023	<i>Developing</i>
2023-2024	<i>Unsatisfactory</i>
Concerns	The ratings of <i>Developing</i> in 2022-2023 and <i>Unsatisfactory</i> in 2023-2024 were primarily due to audit findings reported in Equitas Academy Charter School, Inc.'s 2021-2022 and 2022-2023 independent audit reports, respectively, and the charter operator's negative financial condition. See further details in the VIII Fiscal Management and Performance section below.

VI. VERIFIED DATA

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

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.

ELA

Charter School provided data for Reading from "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2023-2024 "Spring (March 2- End of Year)" for All Students and for the following student groups¹: English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

Per Education Code section 47607.2(c)(2), the State Board of Education established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready's publisher (Curriculum Associates) has shared that these numbers do not constitute an

¹ Student group names that appear on the report may be different than names on the CA Dashboard (e.g. "Students with Disabilities" will be labeled as "Special Education" on i-Ready report).

official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 382 students were assessed in Reading and 400 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2023-2024 assessment data appears to include at least 95% of eligible students.

Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, “Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers.” i-Ready’s Median Progress to Typical Growth targets² identify schools as having met California Charter School growth expectations, based on Curriculum Associates’ recommendation “that schools that achieve a year’s worth of growth, adjusted for error, have exhibited sufficient growth.”

Charter School provided 2023-2024 data for grades 5-8. For the purposes of verified data, as noted above, i-Ready has separate recommended targets for Grades K-5 and 6-8. Per Curriculum Associates’ published guidance, grade-specific Progress to Annual Typical Growth values are to be used to evaluate one-year’s progress by grade level for schools with configurations other than Grades K-5 and 6-8.

As seen in the table below, all four grade levels met one year’s progress based on i-Ready’s Median Progress to Typical Growth targets. Charter School’s submitted data also include data for four student groups (English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) and all four student groups demonstrated one year’s progress for all grade levels, with the exception of English Learners in grade 8.

i-Ready Diagnostic Growth Reading 2023-2024				
Student Groups	Number of Students Tested	i-Ready Growth Target	Reading: Progress to Annual Typical Growth (Median)	One Year’s Progress
Overall Grade 5	105	Grades K-5: 75%	119%	Met
English Learner	34	Grades K-5: 75%	124%	Met
Latino	104	Grades K-5: 75%	119%	Met
Socioeconomically Disadvantaged	93	Grades K-5: 75%	119%	Met
Students with Disabilities	11	Grades K-5: 75%	96%	Met
Overall Grade 6	107	Grades 6-8: 45%	117%	Met
English Learner	31	Grades 6-8: 45%	153%	Met
Latino	107	Grades 6-8: 45%	117%	Met
Socioeconomically Disadvantaged	97	Grades 6-8: 45%	117%	Met
Students with Disabilities	21	Grades 6-8: 45%	158%	Met
Overall Grade 7	82	Grades 6-8: 45%	182%	Met
English Learner	25	Grades 6-8: 45%	200%	Met
Latino	81	Grades 6-8: 45%	183%	Met

² In 2023, Curriculum Associates revised typical growth targets in Reading to be 75% in Grades K-5 and 45% in Grades 6-8.

i-Ready Diagnostic Growth Reading 2023-2024				
Student Groups	Number of Students Tested	i-Ready Growth Target	Reading: Progress to Annual Typical Growth (Median)	One Year's Progress
Socioeconomically Disadvantaged	80	Grades 6-8: 45%	182%	Met
Students with Disabilities	*	Grades 6-8: 45%	*	*
Overall Grade 8	88	Grades 6-8: 45%	153%	Met
English Learner	12	Grades 6-8: 45%	0%	Not Met
Latino	88	Grades 6-8: 45%	153%	Met
Socioeconomically Disadvantaged	81	Grades 6-8: 45%	156%	Met
Students with Disabilities	*	Grades 6-8: 45%	*	*

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

Charter School submitted only one year of i-Ready reports for verified data consideration.

MATH

Charter School provided data for Math from an “i-Ready K-8 by Curriculum Associates” (i-Ready) *Diagnostic Growth* report for 2023-2024 “Spring (March 2- End of Year)” for All Students and for the following student groups³: English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

Per Education Code section 47607.2(c)(2), the State Board of Education established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready’s publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 385 students were assessed in Math and 400 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2023-2024 assessment data appears to include at least 95% of eligible students.

Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, “Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers.” i-Ready’s Median Progress to Typical Growth targets⁴ identify schools as having met California Charter School growth expectations, based on Curriculum Associates’ recommendation “that schools that achieve a year’s worth of growth, adjusted for error, have exhibited sufficient growth.”

³ Student group names that appear on the report may be different than names on the CA Dashboard (e.g. “Students with Disabilities” will be labeled as “Special Education” on i-Ready report).

⁴ In 2023, Curriculum Associates revised typical growth targets in Math to be 80% in Grades K-5 and 60% in Grades 6-8.

Charter School provided 2023-2024 data for grades 5-8. For the purposes of verified data, as noted above, i-Ready has separate recommended targets for Grades K-5 and 6-8. Per Curriculum Associates' published guidance, grade-specific Progress to Annual Typical Growth values are to be used to evaluate one-year's progress by grade level for schools with configurations other than Grades K-5 and 6-8.

As seen in the table below, three of four grade levels met one year's progress based on i-Ready's Median Progress to Typical Growth targets. Charter School's submitted data also include data for four student groups (English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) and all four student groups demonstrated one year's progress, with the exception of English Learners and Latino in grade 5.

Student Groups	i-Ready Diagnostic Growth Math 2023-2024			
	Number of Students Tested	i-Ready Growth Target	Math: Progress to Annual Typical Growth (Median)	One Year's Progress
Overall Grade 5	103	Grades K-5: 80%	78%	Not Met
English Learner	34	Grades K-5: 80%	50%	Not Met
Latino	102	Grades K-5: 80%	78%	Not Met
Socioeconomically Disadvantaged	91	Grades K-5: 80%	83%	Met
Students with Disabilities	*	Grades K-5: 80%	*	*
Overall Grade 6	110	Grades 6-8: 60%	125%	Met
English Learner	35	Grades 6-8: 60%	93%	Met
Latino	110	Grades 6-8: 60%	125%	Met
Socioeconomically Disadvantaged	100	Grades 6-8: 60%	121%	Met
Students with Disabilities	21	Grades 6-8: 60%	113%	Met
Overall Grade 7	82	Grades 6-8: 60%	140%	Met
English Learner	26	Grades 6-8: 60%	112%	Met
Latino	79	Grades 6-8: 60%	138%	Met
Socioeconomically Disadvantaged	78	Grades 6-8: 60%	140%	Met
Students with Disabilities	*	Grades 6-8: 60%	*	*

i-Ready Diagnostic Growth Math 2023-2024				
Student Groups	Number of Students Tested	i-Ready Growth Target	Math: Progress to Annual Typical Growth (Median)	One Year's Progress
Overall Grade 8	90	Grades 6-8: 60%	181%	Met
English Learner	12	Grades 6-8: 60%	134%	Met
Latino	90	Grades 6-8: 60%	181%	Met
Socioeconomically Disadvantaged	82	Grades 6-8: 60%	183%	Met
Students with Disabilities	*	Grades 6-8: 60%	*	*

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

Charter School submitted only one year of i-Ready reports for verified data consideration.

Based on the review and consideration of verified data, Equitas Academy 2 included one year of data, including All Students and student group reports (e.g., English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) in both Reading and Math. In 2023-2024, Equitas Academy 2 appears to have met 95 percent participation rate for All Students and for all student groups.

VII. FURTHER ANALYSIS FOR MIDDLE PERFORMING CHARTER SCHOOLS

Following the review of the foregoing performance data for this charter school placing a greater weight on academic performance on the California School Dashboard, and considering Charter School provided only one year of verified data, staff determined that the school's performance in both ELA and Math requires further review.

Based on the charter school's performance on California School Dashboard in ELA and the submitted verified data by the charter school, Staff conducted a further analysis of ELA and Math in comparison to the Resident Schools Median (RSM).⁵ As indicated in the tables below, when comparing the school to the Resident Schools Median, Equitas Academy 2'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, EQ2 was higher than the RSM for All Students and for all numerically significant student groups in ELA. In Math, student performance was higher than the RSM for All Students and two out of four numerically significant groups in 2022. In 2023, EQ2 was higher than the RSM for All Students and for all numerically significant student groups in Math.

⁵ Per LAUSD Policy, a Resident Schools Median analysis is conducted for charter schools classified as Middle Performing, when determining whether closure of the charter school is in the best interest of pupils, among other factors.

Equitas Academy 2 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	365	Low	-66.2	4,967	Low	-51.4	Lower
Latino	357	Low	-67.1	4,541	Low	-50.0	Lower
English Learner	120	Very Low	-117.2	2,201	Very Low	-96.8	Lower
Socioeconomically Disadvantaged	346	Low	-69.3	4,849	Low	-51.4	Lower
Students with Disabilities	46	Very Low	-146.0	717	Very Low	-121.3	Lower

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

Equitas Academy 2 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	371	Yellow	-46.5	4,707	Orange	-49.0	Higher
Latino	364	Yellow	-46.6	4,269	Orange	-49.9	Higher
English Learner	161	Orange	-85.8	2,072	Red	-97.3	Higher
Socioeconomically Disadvantaged	352	Yellow	-46.7	3,733	Orange	-49.1	Higher
Students with Disabilities	54	Orange	-116.4	698	Red	-126.7	Higher

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

Equitas Academy 2 2021-2022 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Status Level	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Status Level	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	368	Very Low	-98.8	4,959	Very Low	-102.1	Higher
Latino	360	Very Low	-99.1	4,535	Very Low	-104.1	Higher
English Learner	120	Very Low	-140.0	2,199	Very Low	-134.9	Lower
Socioeconomically Disadvantaged	350	Very Low	-101.1	4,842	Very Low	-104.8	Higher
Students with Disabilities	46	Very Low	-165.3	714	Very Low	-159.6	Lower

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

Equitas Academy 2 2022-2023 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	372	Yellow	-90.7	4,700	Red	-107.2	Higher
Latino	365	Yellow	-90.2	4,265	Red	-105.2	Higher
English Learner	161	Orange	-130.4	2,070	Red	-134.4	Higher
Socioeconomically Disadvantaged	353	Yellow	-91.1	3,728	Red	-110.8	Higher
Students with Disabilities	55	Orange	-160.4	695	Red	-164.2	Higher

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

VIII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Equitas Academy 2'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	\$2,959,016	\$3,614,084	\$3,956,158	\$4,276,466	\$4,610,191
Net Income/Loss	\$358,732	\$655,068	\$342,074	\$320,308	\$333,725
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Norm Enrollment	403	408	394	389	401

The Norm Enrollment reported by Equitas Academy 2 for Fiscal Year 2024-2025 is 437. CSD staff will continue to monitor Charter Schools'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: Yes

Deficiencies/Findings: Yes

Lack of a Going Concern: None Reported

Equitas Academy Charter School, Inc.'s 2022-2023 annual independent audit report identified four (4) audit findings as follows: 1) Repeat Audit Finding: Material weakness in internal controls over the organization's closing process that is required to be in accordance with the Government Auditing Standards; 2) Repeat Audit Finding: Noncompliance with state compliance related to nonclassroom-based instruction/independent study pertaining to Equitas Academy 1, Equitas Academy 2, and Equitas Academy 3. The audit report identified a total of \$591 in estimated questioned costs; 3) Noncompliance with state compliance related to Unduplicated Pupil Counts pertaining to Equitas

Academy 1. The audit report identified a total of \$4,012 in estimated questioned costs; and 4) Noncompliance with state compliance related to Transitional Kindergarten pertaining to Equitas Academy 1 and Equitas Academy 3. The audit report identified a total of \$570,625.50 in estimated questioned costs.

On May 10, 2024, a Notice to Cure was issued regarding the above-noted audit findings with requested actions to be taken by the charter operator. Equitas Academy Charter School, Inc. states that it has implemented specific actions to address the issues noted above, including designating a staff member responsible for monitoring, supervising, interacting, and communicating with its back office services provider and external auditors. Additionally, Equitas Academy Charter School, Inc. has held and will continue to hold more frequent meetings with these stakeholders. The CSD will continue to monitor the organization's implementation of its corrective action plans as part of its ongoing oversight process. See CSD staff's proposed fiscal benchmarks above.

c. Other Significant Fiscal Information

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

Equitas Academy Charter School, Inc.					
Source: Independent Audit Report for the Year Ending June 30, 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)
6	6	\$13,812,450	\$596,610	(\$1,445,048)*	\$72,767

* Equitas explains that the charter operator's negative financial condition was primarily due to specific events in recent fiscal years. In Fiscal Year 2019-2020, rent expenses, which were intended to offset the purchase cost of the Equitas' facility at 1612 W. Pico Boulevard, had to be expensed rather than capitalized, based on auditor guidance. In Fiscal Year 2020-2021, anticipated federal grant revenue was written off due to the non-opening of planned schools. Additionally, in Fiscal Year 2021-2022, management fees were waived to support expanding Equitas schools. However, the charter operator has since undertaken restructuring efforts to reduce costs and has requested all its charter schools to contribute to the payment of future management fees, which is expected to improve cash flow. The charter operator believes this will enable it to fully eliminate the net deficit and pay down its intraorganizational payables to its charter schools within the upcoming renewal term. The CSD will continue to monitor the organization's financial condition as part of its ongoing oversight process. See CSD staff's proposed fiscal benchmarks above.

Equitas Academy #2

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	5	5190	Equitas Academy #2	All Students	365	-66.2	Low	-12.2	Low	Lower	371	Yellow	-46.5	19.7	Increased Significantly	Orange	-13.6	-1.4	Maintained	Lower
				American Indian or Alaska Native	0	--	--	-49.3	Low	--	0	--	--	--	--	Orange	-47.9	2	Maintained	--
				Asian	*	-	No Performance Level	63	Very High	--	*	No Color	--	--	No Change Level	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	120	-117.2	Very Low	-61.2	Low	Lower	161	Orange	-85.8	31.8	Increased Significantly	Orange	-67.7	-6.5	Declined	Lower
				Filipino	0	--	--	42.9	High	--	0	--	--	--	--	Green	44	1.1	Maintained	--
				Foster Youth	*	-	No Performance Level	-85.6	Very Low	--	*	No Color	--	--	No Change Level	Red	-89.2	-2.5	Maintained	--
				Homeless Youth	*	-	No Performance Level	-62.9	Low	--	0	--	--	--	--	Orange	-67.9	-5	Declined	--
				Latino	357	-67.1	Low	-38.6	Low	Lower	364	Yellow	-46.6	20.5	Increased Significantly	Orange	-40.2	-1.7	Maintained	Lower
				Native Hawaiian or Pacific Islander	0	--	--	-29.1	Low	--	0	--	--	--	--	Orange	-32.5	-3.4	Declined	--
				Socioeconomically Disadvantaged	346	-69.3	Low	-41.4	Low	Lower	352	Yellow	-46.7	22.6	Increased Significantly	Orange	-42.6	-1.2	Maintained	Lower
				Students with Disabilities	46	-146.0	Very Low	-97.3	Very Low	Lower	54	Orange	-116.4	29.7	Increased Significantly	Red	-96.3	1.8	Maintained	Lower
				Two or More Races	0	--	--	25.1	High	--	0	--	--	--	--	Green	24.3	-0.8	Maintained	--
				White	*	-	No Performance Level	21.9	High	--	*	No Color	--	--	No Change Level	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 *	96%	--	100%	100%	94%	--	100%	67%	96%	--	96%	96%	--	100%
Participation Rate Met 2022 *	Yes	--	Yes	Yes	No	--	Yes	No	Yes	--	Yes	Yes	--	Yes
Percent of students tested in 2023	98%	--	100%	100%	99%	--	100%	--	98%	--	98%	98%	--	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

Equitas Academy #2

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	5	5190	Equitas Academy #2	All Students	368	-98.8	Very Low	-51.7	Low	Lower	372	Yellow	-90.7	8.1	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	*	-	No Performance Level	48.4	Very High	--	*	No Color	--	--	No Change Level	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	120	-140.0	Very Low	-92.0	Low	Lower	161	Orange	-130.4	10.5	Increased	Orange	-93.4	-1.4	Maintained	Lower
				Filipino	0	--	--	2.7	High	--	0	--	--	--	--	Green	7.4	4.8	Increased	--
				Foster Youth	*	-	No Performance Level	-126.3	Very Low	--	*	No Color	--	--	No Change Level	Red	-127.4	1.4	Maintained	--
				Homeless Youth	*	-	No Performance Level	-101.8	Very Low	--	0	--	--	--	--	Red	-101.3	0.5	Maintained	--
				Latino	360	-99.1	Very Low	-83.4	Low	Lower	365	Yellow	-90.2	8.9	Increased	Orange	-80.8	2.6	Maintained	Lower
				Native Hawaiian or Pacific Islander	0	--	--	-71.3	Low	--	0	--	--	--	--	Orange	-71.3	0.0	Maintained	--
				Socioeconomically Disadvantaged	350	-101.1	Very Low	-84.0	Low	Lower	353	Yellow	-91.1	10.0	Increased	Yellow	-80.8	3.2	Increased	Lower
				Students with Disabilities	46	-165.3	Very Low	-130.8	Very Low	Lower	55	Orange	-160.4	4.9	Increased	Orange	-127.3	5.5	Increased	Lower
				Two or More Races	0	--	--	-9.9	Medium	--	0	--	--	--	--	Yellow	-7.4	2.5	Maintained	--
				White	*	-	No Performance Level	-13.4	Medium	--	*	No Color	--	--	No Change Level	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 **	97%	--	100%	100%	94%	--	100%	67%	97%	--	98%	96%	--	100%
Participation Rate Met 2022 *	Yes	--	Yes	Yes	No	--	Yes	No	Yes	--	Yes	Yes	--	Yes
Percent of students tested in 2023	99%	--	100%	100%	99%	--	100%	--	99%	--	99%	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

Equitas Academy #2

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	5	5190	Equitas Academy #2	English Learner	99	50.5%	Medium	50.3%	Medium	Higher	103	Yellow	50.5%	0.0%	Maintained	Yellow	48.7%	-1.6%	Maintained	Higher

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	104	101	97.1%	Yes
2023	106	106	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		
Equitas Academy #2		State
ELs Who Progressed at Least One ELPI Level	50.5%	47.5%
ELs Who Maintained ELPI Level 4	0.0%	2.8%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	30.3%	31.4%
ELs Who Decreased at Least One ELPI Level	19.2%	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		
Equitas Academy #2		State
ELs Who Progressed at Least One ELPI Level	50.5%	46.4%
ELs Who Maintained ELPI Level 4	0.0%	2.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	36.9%	32.7%
ELs Who Decreased at Least One ELPI Level	12.6%	18.6%

Equitas Academy #2

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/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/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	5	5190	Equitas Academy #2	All Students	389	20.1%	Very High	30.0%	Very High	Lower	393	Red	33.6%	13.5%	Increased Significantly	Yellow	24.3%	-5.7	Declined Significantly	Higher
				American Indian or Alaska Native	0	--	--	42.9%	Very High	--	0	--	--	--	--	Yellow	36.1%	-6.8	Declined Significantly	--
				Asian	*	--	No Performance Level	11.5%	High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	10.1%	-1.4	Declined	--
				Black or African American	*	--	No Performance Level	42.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	36.4%	-6.5	Declined Significantly	--
				English Learner	107	20.6%	Very High	33.6%	Very High	Lower	112	Red	41.1%	20.5%	Increased	Yellow	26.3%	-7.3	Declined Significantly	Higher
				Filipino	0	--	--	16.2%	High	--	0	--	--	--	--	Yellow	13.8%	-2.4	Declined	--
				Foster Youth	*	--	No Performance Level	42.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	33.6%	-8.5	Declined Significantly	--
				Homeless Youth	*	--	No Performance Level	45.1%	Very High	--	0	--	--	--	--	Yellow	38.7%	-6.4	Declined Significantly	--
				Latino	381	19.9%	High	35.8%	Very High	Lower	384	Red	33.3%	13.4%	Increased Significantly	Yellow	28.4%	-7.4	Declined Significantly	Higher
				Native Hawaiian or Pacific Islander	0	--	--	43.9%	Very High	--	0	--	--	--	--	Yellow	37.6%	-6.3	Declined Significantly	--
				Socioeconomically Disadvantaged	365	19.5%	High	37.4%	Very High	Lower	371	Red	33.4%	14.0%	Increased Significantly	Yellow	29.9%	-7.5	Declined Significantly	Higher
				Students with Disabilities	49	18.4%	High	39.6%	Very High	Lower	59	Red	35.6%	17.2%	Increased	Yellow	33.1%	-6.5	Declined Significantly	Higher
				Two or More Races	*	--	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	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	18.5%	-3.5	Declined Significantly	--

Data Sources: California School Dashboard Research data files 2023

Equitas Academy #2

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	5	5190	Equitas Academy #2	All Students	390	3.6%	Medium	3.1%	Medium	Higher	396	Green	0.8%	-2.8%	Declined	Orange	3.5%	0.4%	Increased	Lower
				American Indian or Alaska Native	0	--	--	6.4%	High	--	0	--	--	--	--	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	*	--	No Performance Level	7.9%	High	--	*	No Color	--	--	No Change Level	Red	8.8%	0.9%	Increased	--
				English Learner	108	0.9%	Low	3.2%	Medium	Lower	113	Green	0.9%	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	--	0	--	--	--	--	Orange	6.5%	1.0%	Increased	--
				Latino	382	3.4%	Medium	3.3%	Medium	Higher	386	Blue	0.5%	-2.9%	Declined	Orange	3.8%	0.5%	Increased	Lower
				Native Hawaiian or Pacific Islander	0	--	--	4.5%	Medium	--	0	--	--	--	--	Orange	4.9%	0.4%	Increased	--
				Socioeconomically Disadvantaged	366	3.3%	Medium	4.0%	Medium	Lower	374	Green	0.8%	-2.5%	Declined	Orange	4.5%	0.5%	Increased	Lower
				Students with Disabilities	49	2.0%	Low	5.4%	High	Lower	59	Blue	0.0%	-2.0%	Declined	Orange	5.9%	0.5%	Increased	Lower
				Two or More Races	*	--	No Performance Level	2.9%	Medium	--	*	No Color	--	--	No Change Level	Orange	3.3%	0.4%	Increased	--
				White	*	--	No Performance Level	2.6%	Medium	--	*	No Color	--	--	No Change Level	Yellow	2.9%	0.2%	Maintained	--

Data Sources: California School Dashboard Research data files 2023

Equitas Academy #2

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	5	5190	Equitas Academy #2	401	91.8%	0.0%	0.0%	0.0%	0.0%	27.7%	0.0%	0.5%	0.0%	99.5%	0.0%	0.0%	0.0%	93.5%	12.5%	0.2%	0.2%
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	5	5190	Equitas Academy #2	388	92.0%	0.0%	0.0%	0.8%	0.5%	28.1%	0.0%	0.0%	0.0%	97.9%	0.0%	0.0%	0.3%	93.6%	13.9%	0.0%	0.5%
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>

Equitas Academy #2

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	5	5190	Equitas Academy #2	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>

Equitas Academy #2

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	5	5190	Equitas Academy #2	LTEL 6+ Years	45	14.7%	226,535	11.1%	40	12.6%	211,218	18.1%
				At-Risk 4-5 Years	19	6.2%	144,190	7.1%	16	5.0%	136,190	9.6%
				EL 0-3 Years	4	1.3%	505,487	24.8%	8	2.5%	519,652	26.0%
				EL 4+ Years Not At-Risk or LTEL	41	13.4%	236,323	11.6%	47	14.8%	207,773	10.4%
				EL total	109	35.6%	1,112,535	54.5%	111	34.9%	1,074,833	53.8%
				RFEP	197	64.4%	927,723	45.5%	207	65.1%	924,460	46.2%
				Total (Ever)	306	100.0%	2,040,258	100.0%	318	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>

Equitas Academy #2

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/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	5	5190	Equitas Academy #2	401	50	12.5%
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	5	5190	Equitas Academy #2	388	54	13.9%
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	5	5190	Equitas Academy #2	86.0%	14.0%	5	0	0	0	0	1	0	0	8	1	28	7	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	5	5190	Equitas Academy #2	88.9%	11.1%	3	0	0	0	0	2	0	0	4	1	36	8	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

Equitas Academy #2

2023-24 i-Ready Diagnostic Growth Report (Reading)

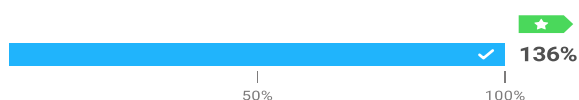
Diagnostic Growth



School Equitas Academy CS #2
Subject Reading
Academic Year 2023 - 2024
Comparison Diagnostic Spring (March 2 - End of Year)

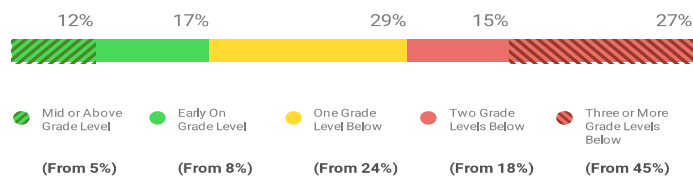
Students Assessed/Total: **382/400**

Progress to Annual Typical Growth (Median)

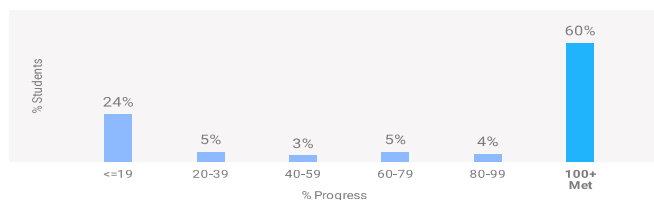


The median percent progress towards Typical Growth for this school is 136%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

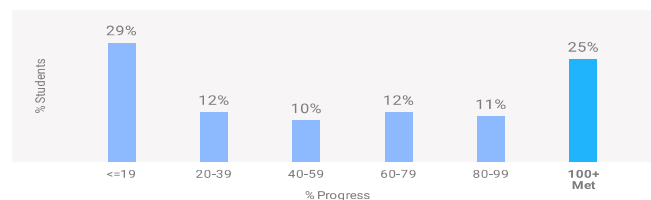
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 4 of 4

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	119%	58%	56%	25%	57%	105/106
Grade 6	117%	52%	45%	22%	52%	107/117
Grade 7	182%	70%	68%	26%	62%	82/87
Grade 8	153%	63%	55%	30%	59%	88/90

ATTACHMENT 3

Equitas Academy #2

2023-24 i-Ready Diagnostic Growth Report (Math)

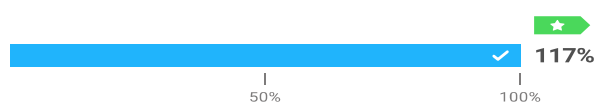
Diagnostic Growth



School Equitas Academy CS #2
Subject Math
Academic Year 2023 - 2024
Comparison Diagnostic Spring (March 2 - End of Year)

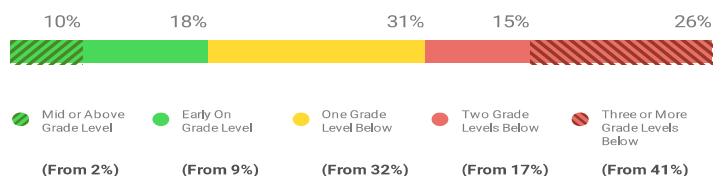
Students Assessed/Total: **385/400**

Progress to Annual Typical Growth (Median)

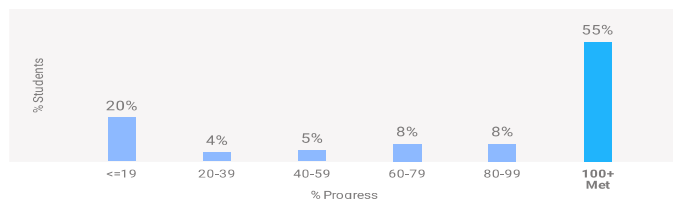


The median percent progress towards Typical Growth for this school is 117%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

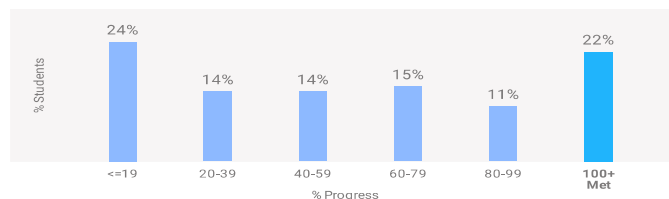
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

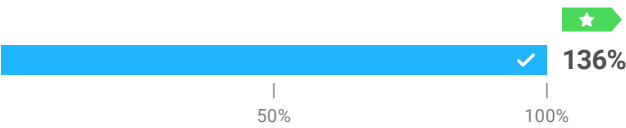
Showing 4 of 4

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	78%	40%	43%	11%	60%	103/106
Grade 6	125%	57%	62%	21%	58%	110/117
Grade 7	140%	62%	63%	27%	62%	82/87
Grade 8	181%	64%	71%	32%	68%	90/90

School	Equitas Academy #2
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

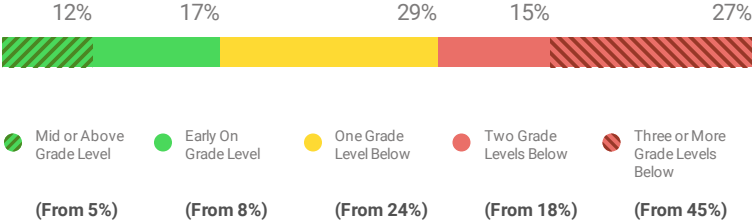
Students Assessed/Total: 382/400

Progress to Annual Typical Growth (Median)

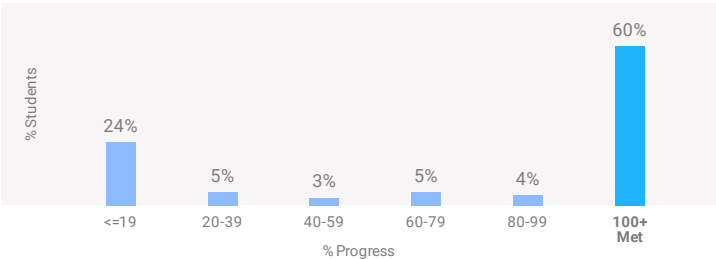


The median percent progress towards Typical Growth for this school is 136%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

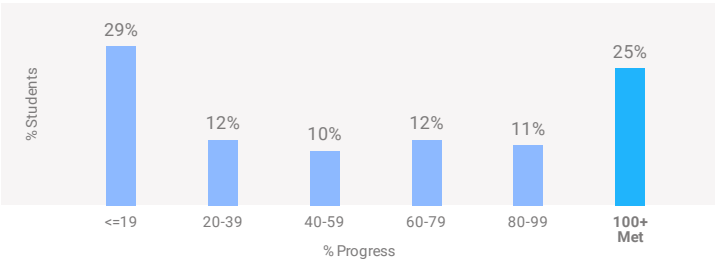
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



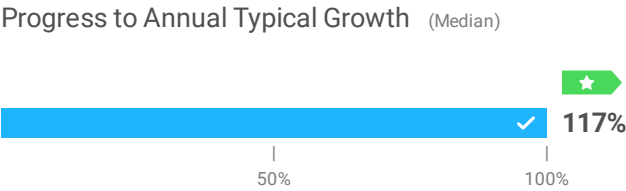
Choose to Show Results By		Secondary Demographic to Show Results By					
Grade		English Learner				Showing 12 of 12	
Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	119%	58%	56%	25%	57%	105/106
Grade 5	Yes - English Learner	124%	56%	53%	24%	65%	34/35
Grade 5	No - English Learner	119%	59%	57%	25%	54%	71/71
Grade 6	Overall	117%	52%	45%	22%	52%	107/117
Grade 6	Yes - English Learner	153%	58%	57%	13%	61%	31/36
Grade 6	No - English Learner	98%	50%	40%	26%	49%	76/81

School	Equitas Academy #2
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

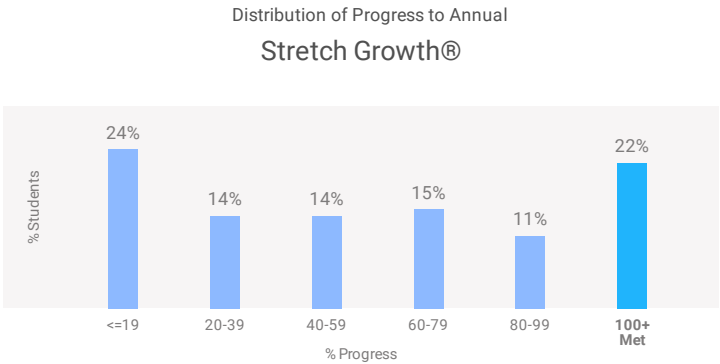
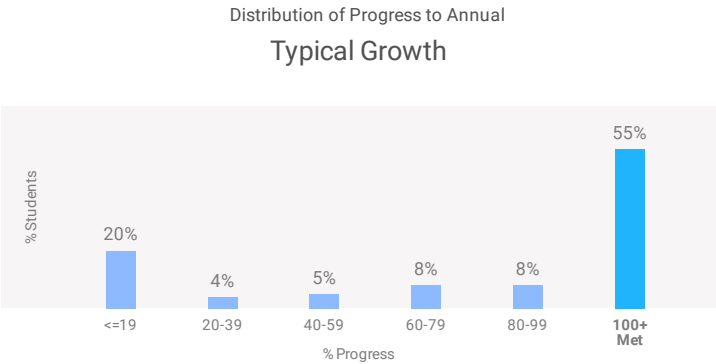
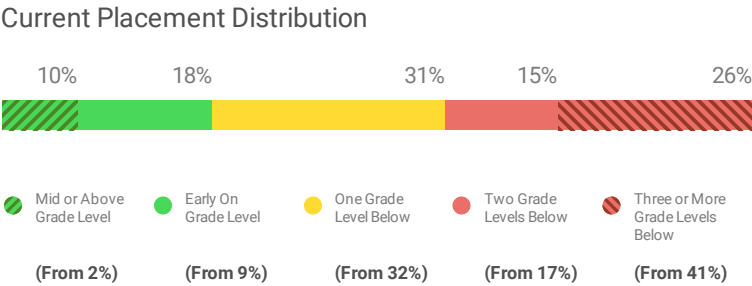
Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	Overall	✓ 182%	70%	68%	26%	62%	82/87
Grade 7	Yes - English Learner	✓ 200%	60%	68%	28%	56%	25/27
Grade 7	No - English Learner	✓ 180%	74%	68%	25%	65%	57/60
Grade 8	Overall	✓ 153%	63%	55%	30%	59%	88/90
Grade 8	Yes - English Learner	0%	17%	0%	8%	17%	12/12
Grade 8	No - English Learner	✓ 192%	70%	66%	33%	66%	76/78

School	Equitas Academy #2
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Students Assessed/Total: 385/400



The median percent progress towards Typical Growth for this school is 117%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



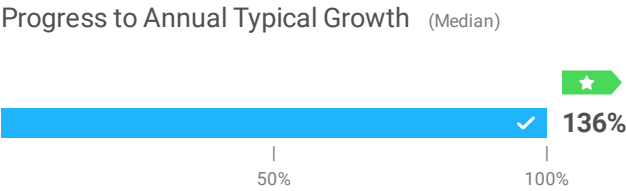
Choose to Show Results By		Secondary Demographic to Show Results By					
Grade		English Learner					
		Showing 12 of 12					
Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	78%	40%	43%	11%	60%	103/106
Grade 5	Yes - English Learner	50%	26%	28%	3%	50%	34/35
Grade 5	No - English Learner	89%	46%	49%	14%	65%	69/71
Grade 6	Overall	125%	57%	62%	21%	58%	110/117
Grade 6	Yes - English Learner	93%	49%	46%	11%	51%	35/36
Grade 6	No - English Learner	136%	61%	69%	25%	61%	75/81

School	Equitas Academy #2
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

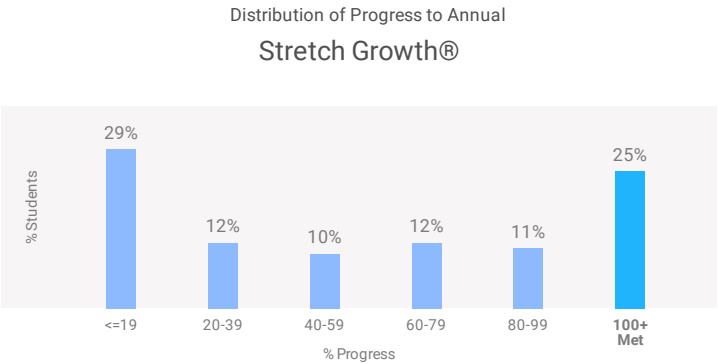
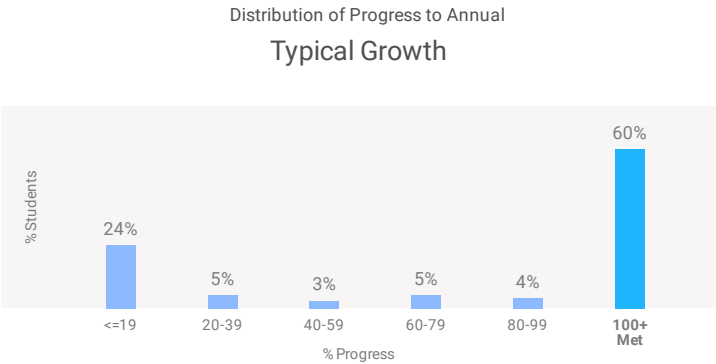
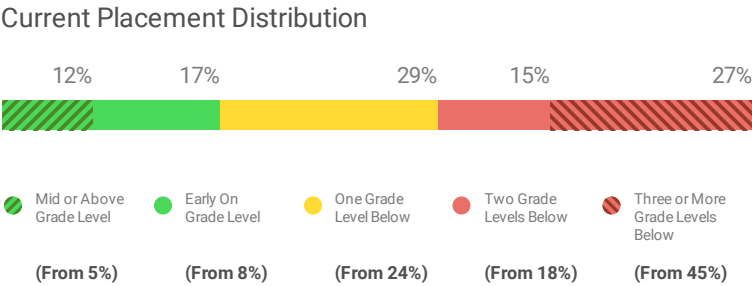
Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	Overall	✓ 140%	62%	63%	27%	62%	82/87
Grade 7	Yes - English Learner	✓ 112%	50%	46%	8%	65%	26/27
Grade 7	No - English Learner	✓ 144%	68%	70%	36%	61%	56/60
Grade 8	Overall	✓ 181%	64%	71%	32%	68%	90/90
Grade 8	Yes - English Learner	✓ 134%	67%	52%	17%	75%	12/12
Grade 8	No - English Learner	✓ 183%	64%	71%	35%	67%	78/78

School	Equitas Academy #2
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Students Assessed/Total: 382/400



The median percent progress towards Typical Growth for this school is 136%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



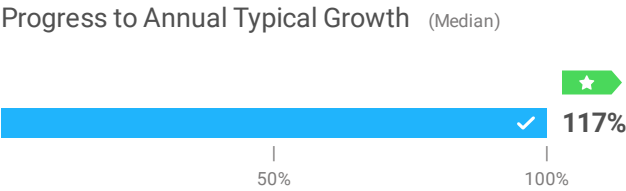
Choose to Show Results By		Secondary Demographic to Show Results By					
Grade		Hispanic or Latino					
		Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
Grade	All	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	119%	58%	56%	25%	57%	105/106
Grade 5	Yes - Hispanic or Latino	119%	58%	55%	25%	58%	104/104
Grade 6	Overall	117%	52%	45%	22%	52%	107/117
Grade 6	Yes - Hispanic or Latino	117%	52%	45%	22%	52%	107/117

School	Equitas Academy #2
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

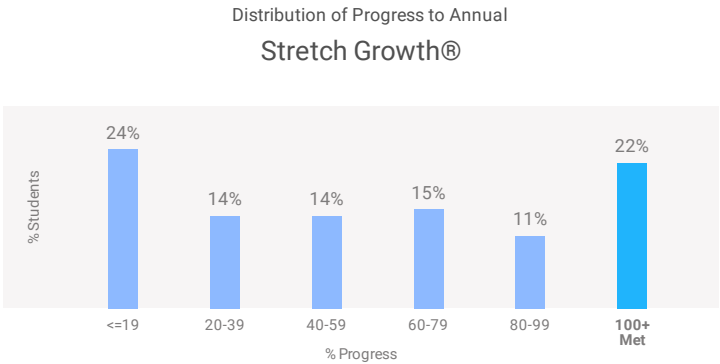
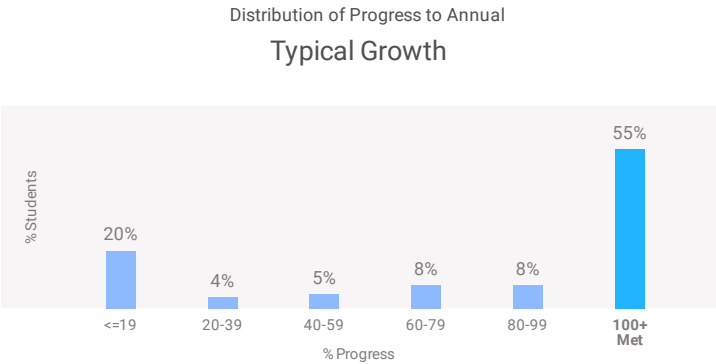
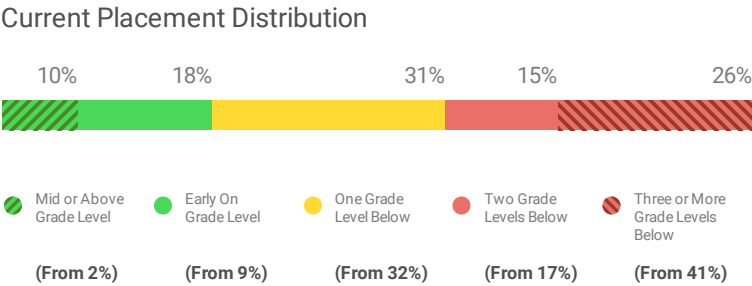
Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	Overall	✓ 182%	70%	68%	26%	62%	82/87
Grade 7	Yes - Hispanic or Latino	✓ 183%	69%	68%	26%	63%	81/84
Grade 8	Overall	✓ 153%	63%	55%	30%	59%	88/90
Grade 8	Yes - Hispanic or Latino	✓ 153%	63%	55%	30%	59%	88/90

School	Equitas Academy #2
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Students Assessed/Total: 385/400



The median percent progress towards Typical Growth for this school is 117%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



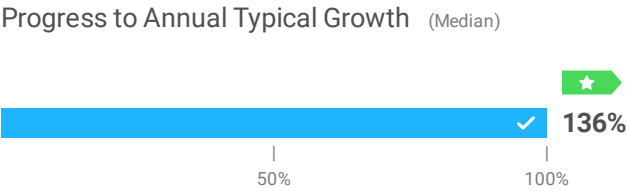
Choose to Show Results By		Secondary Demographic to Show Results By					
Grade		Hispanic or Latino					
		Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
Grade	All	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	78%	40%	43%	11%	60%	103/106
Grade 5	Yes - Hispanic or Latino	78%	39%	43%	11%	60%	102/104
Grade 6	Overall	125%	57%	62%	21%	58%	110/117
Grade 6	Yes - Hispanic or Latino	125%	57%	62%	21%	58%	110/117

School	Equitas Academy #2
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

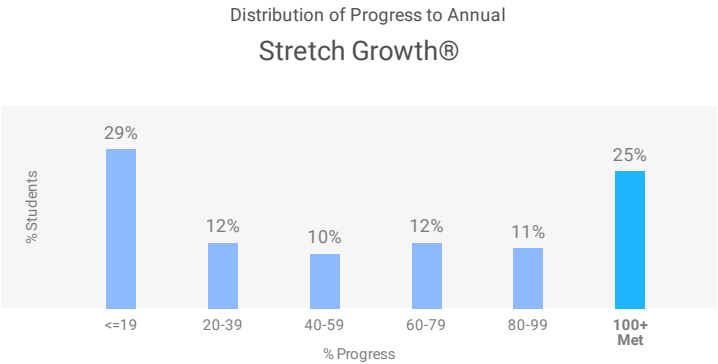
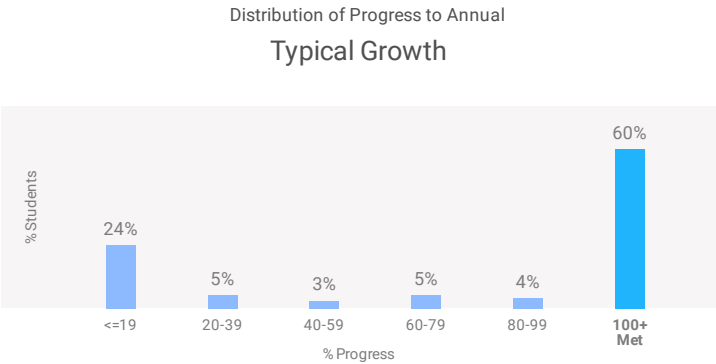
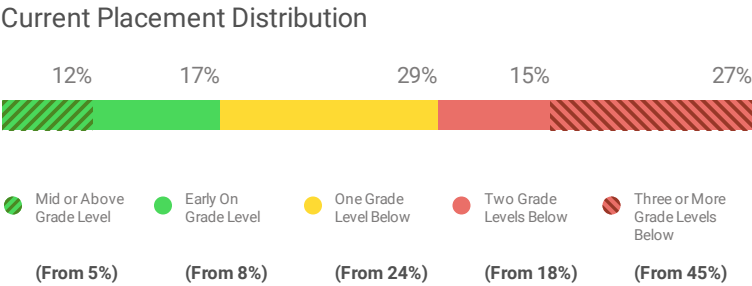
Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	Overall	✓ 140%	62%	63%	27%	62%	82/87
Grade 7	Yes - Hispanic or Latino	✓ 138%	62%	61%	25%	63%	79/84
Grade 8	Overall	✓ 181%	64%	71%	32%	68%	90/90
Grade 8	Yes - Hispanic or Latino	✓ 181%	64%	71%	32%	68%	90/90

School	Equitas Academy #2
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Students Assessed/Total: 382/400



The median percent progress towards Typical Growth for this school is 136%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



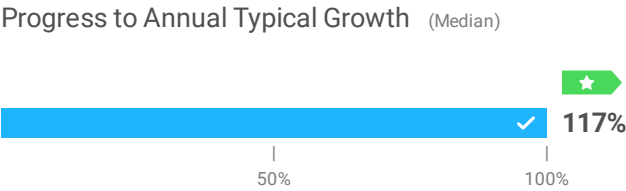
Choose to Show Results By		Secondary Demographic to Show Results By					
Grade		Economically Disadvantaged					
		Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
Grade	All	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	119%	58%	56%	25%	57%	105/106
Grade 5	Yes - Economically Disadvantaged	119%	59%	57%	26%	56%	93/93
Grade 5	No - Economically Disadvantaged	104%	50%	47%	17%	67%	12/13
Grade 6	Overall	117%	52%	45%	22%	52%	107/117
Grade 6	Yes - Economically Disadvantaged	117%	53%	45%	23%	52%	97/107

School	Equitas Academy #2
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

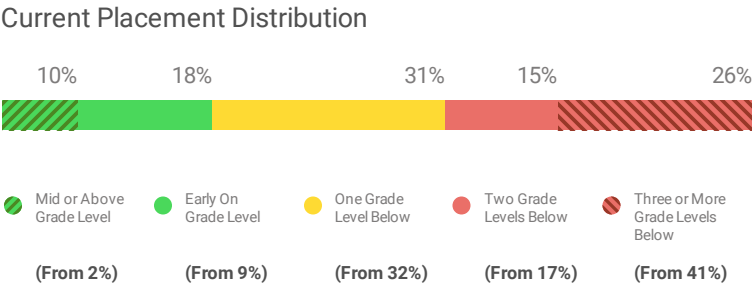
Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	Overall	✓ 182%	70%	68%	26%	62%	82/87
Grade 7	Yes - Economically Disadvantaged	✓ 182%	70%	68%	26%	63%	80/83
Grade 8	Overall	✓ 153%	63%	55%	30%	59%	88/90
Grade 8	Yes - Economically Disadvantaged	✓ 156%	62%	56%	31%	59%	81/82
		✓					

School	Equitas Academy #2
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

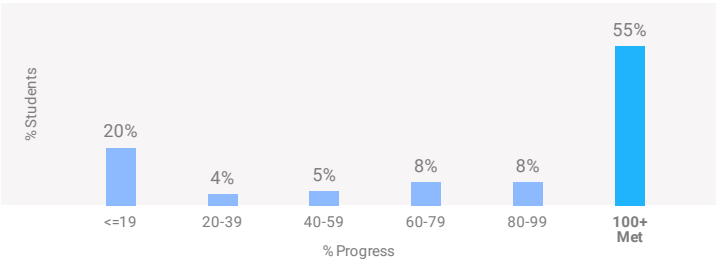
Students Assessed/Total: 385/400



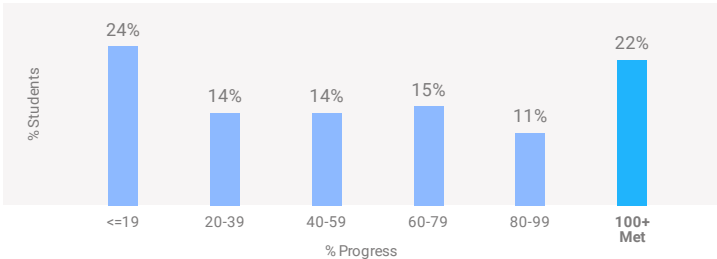
The median percent progress towards Typical Growth for this school is 117%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By		Secondary Demographic to Show Results By					
Grade		Economically Disadvantaged					
		Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
Grade	All	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	78%	40%	43%	11%	60%	103/106
Grade 5	Yes - Economically Disadvantaged	83%	43%	45%	12%	63%	91/93
Grade 5	No - Economically Disadvantaged	38%	17%	19%	0%	42%	12/13
Grade 6	Overall	125%	57%	62%	21%	58%	110/117
Grade 6	Yes - Economically Disadvantaged	121%	56%	59%	20%	57%	100/107

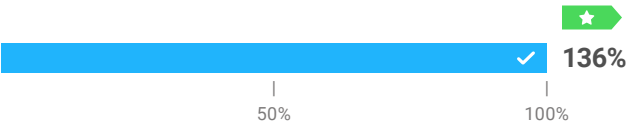
School	Equitas Academy #2
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	Overall	✓ 140%	62%	63%	27%	62%	82/87
Grade 7	Yes - Economically Disadvantaged	✓ 140%	63%	63%	27%	62%	78/83
Grade 8	Overall	✓ 181%	64%	71%	32%	68%	90/90
Grade 8	Yes - Economically Disadvantaged	✓ 183%	66%	71%	33%	68%	82/82
		✓					

School	Equitas Academy #2
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

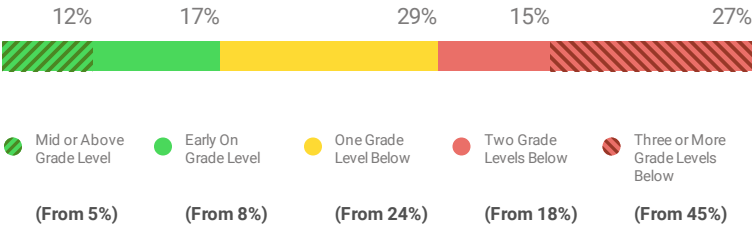
Students Assessed/Total: 382/400

Progress to Annual Typical Growth (Median)

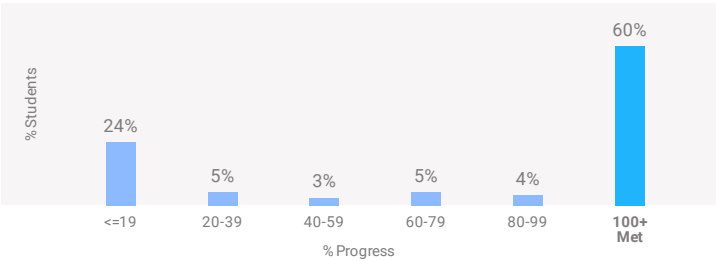


The median percent progress towards Typical Growth for this school is 136%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

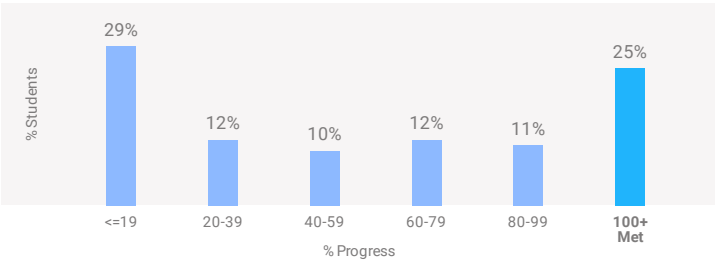
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



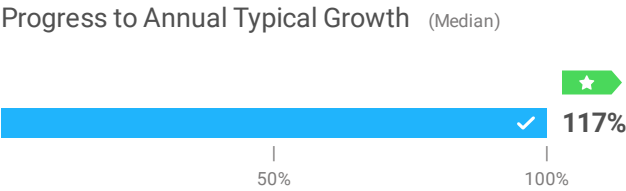
Choose to Show Results By		Secondary Demographic to Show Results By					
Grade		Special Education					
		Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
Grade	All	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	119%	58%	56%	25%	57%	105/106
Grade 5	Yes - Special Education	96%	45%	41%	18%	64%	11/11
Grade 5	No - Special Education	121%	60%	57%	26%	56%	94/95
Grade 6	Overall	117%	52%	45%	22%	52%	107/117
Grade 6	Yes - Special Education	158%	62%	63%	19%	62%	21/21
Grade 6	No - Special Education	100%	51%	42%	24%	51%	85/95

School	Equitas Academy #2
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

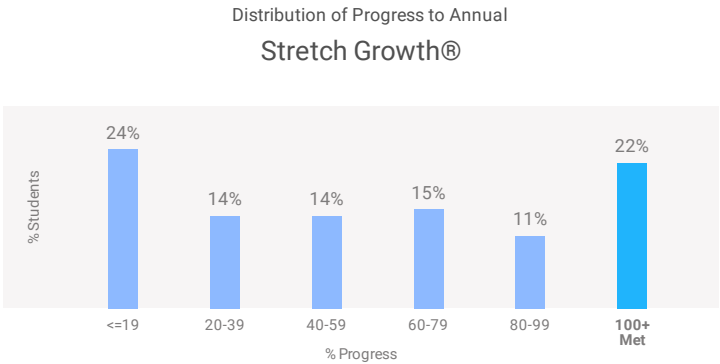
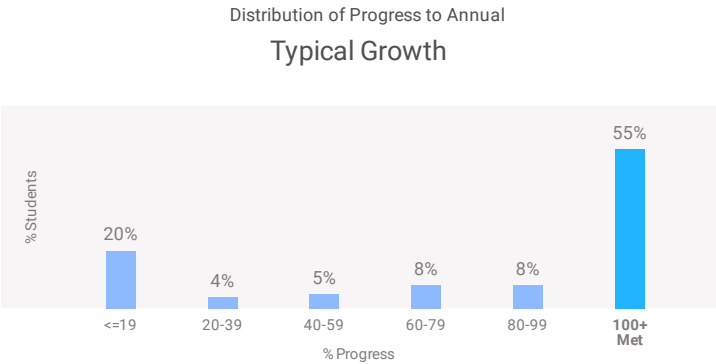
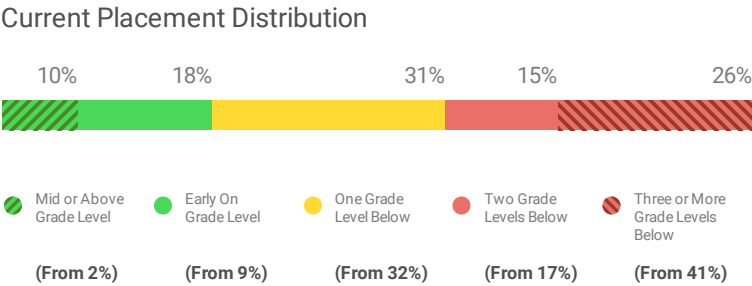
Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	Overall	182%	70%	68%	26%	62%	82/87
Grade 7	No - Special Education	170%	68%	62%	23%	62%	74/78
Grade 8	Overall	153%	63%	55%	30%	59%	88/90
Grade 8	No - Special Education	178%	65%	64%	31%	61%	80/82

School	Equitas Academy #2
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Students Assessed/Total: 385/400



The median percent progress towards Typical Growth for this school is 117%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By		Secondary Demographic to Show Results By					
Grade		Special Education					
		Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
Grade	All	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	78%	40%	43%	11%	60%	103/106
Grade 5	No - Special Education	78%	40%	45%	11%	61%	93/95
Grade 6	Overall	125%	57%	62%	21%	58%	110/117
Grade 6	Yes - Special Education	113%	52%	50%	10%	62%	21/21
Grade 6	No - Special Education	129%	58%	65%	24%	57%	88/95

School	Equitas Academy #2
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	Overall	✓ 140%	62%	63%	27%	62%	82/87
Grade 7	No - Special Education	✓ 144%	65%	65%	30%	64%	74/78
Grade 8	Overall	✓ 181%	64%	71%	32%	68%	90/90
Grade 8	No - Special Education	✓ 183%	66%	71%	34%	68%	82/82

ATTACHMENT D Equitas Academy #2

Academic Performance Medians- English Language Arts

This report shows the performance for the English Language Arts and Math academic indicators 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.

Equitas Academy #2 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	365	Low	-66.2	4,967	Low	-51.4	Lower
Latino	357	Low	-67.1	4,541	Low	-50.0	Lower
English Learner	120	Very Low	-117.2	2,201	Very Low	-96.8	Lower
Socioeconomically Disadvantaged	346	Low	-69.3	4,849	Low	-51.4	Lower
Students with Disabilities	46	Very Low	-146.0	717	Very Low	-121.3	Lower

Equitas Academy #2 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	371	Yellow	-46.5	4,707	Orange	-49.0	Higher
Latino	364	Yellow	-46.6	4,269	Orange	-49.9	Higher
English Learner	161	Orange	-85.8	2,072	Red	-97.3	Higher
Socioeconomically Disadvantaged	352	Yellow	-46.7	3,733	Orange	-49.1	Higher
Students with Disabilities	54	Orange	-116.4	698	Red	-126.7	Higher

Academic Performance Medians- Math

Equitas Academy #2 2021-2022 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of Students with Scores	Charter Status Level	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Status Level	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	368	Very Low	-98.8	4,959	Very Low	-102.1	Higher
Latino	360	Very Low	-99.1	4,535	Very Low	-104.1	Higher
English Learner	120	Very Low	-140.0	2,199	Very Low	-134.9	Lower
Socioeconomically Disadvantaged	350	Very Low	-101.1	4,842	Very Low	-104.8	Higher
Students with Disabilities	46	Very Low	-165.3	714	Very Low	-159.6	Lower

Equitas Academy #2 2022-2023 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	372	Yellow	-90.7	4,700	Red	-107.2	Higher
Latino	365	Yellow	-90.2	4,265	Red	-105.2	Higher
English Learner	161	Orange	-130.4	2,070	Red	-134.4	Higher
Socioeconomically Disadvantaged	353	Yellow	-91.1	3,728	Red	-110.8	Higher
Students with Disabilities	55	Orange	-160.4	695	Red	-164.2	Higher

ATTACHMENT E



LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report
 DESEGREGATION IMPACT STATEMENT (DIS)
 EQUITAS ACADEMY 2
 BOARD OF EDUCATION REPORT 093 – 24/25
 November 19, 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 400 students in grades 5-8 in each year of the charter term.

II. Summary Description of Current District Practice:

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

III. Proposed Change:

The approval of this charter petition would renew the charter of Equitas Academy 2 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:

Luis E. Aguilar
 Specialist
 Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
 Executive Director
 Student Integration Services

TAB 26



Board of Education Report

File #: Rep-094-24/25, Version: 1

Approval of the Renewal Petition for Gabriella Charter 2 [PUBLIC HEARING]

November 19, 2024

Charter Schools Division

Action Proposed:

Approve the renewal petition for Gabriella Charter 2 (“Charter School”), with a benchmark in the area of academics, located in Board District 5 and Region East, for five (5) years, beginning July 1, 2025 until June 30, 2030, to serve up to 468 in grades TK-8 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:

Gabriella Charter 2 is a TK-8 school serving 381 students on the campuses of Trinity Street Elementary at 3736 Trinity Street, Los Angeles, CA, 90011 and West Vernon Avenue Elementary at 4312 South Grand Avenue, Los Angeles, CA, 90037, as co-locations through Proposition 39 in Board District 5 and Region East. Gabriella Charter 2 was originally approved by the LAUSD Board of Education on October 18, 2016. 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 Gabriella Charter 2 expires June 30, 2025.

On August 21, 2024, Gabriella Charter 2 submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through November 19, 2024.

An initial Public Hearing was held on September 10, 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 Gabriella Charter 2 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. 094, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of 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, 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.

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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 - Gabriella Charter 2 Data Set

Attachment C - Verified Data Reports

Attachment D - Desegregation Impact Statement

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

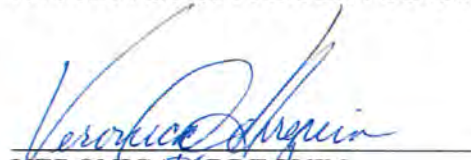
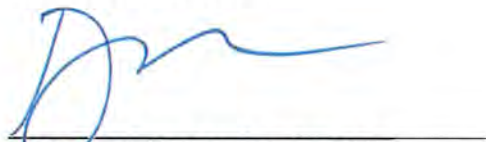
[≤https://drive.google.com/drive/folders/1efyk0jKMGcBCsXKanAV1FAQHxv-yx9Su?usp=drive_link≥](https://drive.google.com/drive/folders/1efyk0jKMGcBCsXKanAV1FAQHxv-yx9Su?usp=drive_link)

Informatives:

Not applicable

Submitted:

10/22/24

RESPECTFULLY SUBMITTED,
ALBERTO M. CARVALHO
Superintendent**APPROVED & PRESENTED BY:**
VERONICA ARREGUIN
Chief Strategy Officer
Office of the Chief Strategy Officer**REVIEWED BY:**
DEVORA NAVERA REED
General Counsel☒ Approved as to form.**APPROVED & PRESENTED BY:**
JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division**REVIEWED BY:**
NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance☒ Approved as to budget impact statement.

STAFF ASSESSMENT AND RECOMMENDATION REPORT

RENEWAL PETITION

Board of Education Report 094-24/25

November 19, 2024

School Name:	Gabiella Charter 2		BOARD IS REQUIRED TO TAKE ACTION BY: November 19, 2024
Type of Charter School:	Start-Up Independent Charter School		
Charter Operator	Gabiella Charter Schools		
Location Code:	7552		
Type of Site(s):	(1) Proposition 39 Co-Location (2) Proposition 39 Co-Location		
Site Address(es):	(1) 3736 Trinity Street, Los Angeles, CA 90011 (Trinity Street Elementary) (2) 4312 South Grand Avenue, Los Angeles, CA 90037 (West Vernon Avenue Elementary)		
Board District(s):	5	Region(s):	East
Grade Levels Served:	TK-8	Current Enrollment:	381
Grade Levels Authorized in Current Charter:	TK-8	Approved Enrollment in Current Charter:	468
CONSIDERATION:	Renewal		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2024 CLASSIFICATION)	Middle Performing		
STAFF RECOMMENDATION:	Approval with a benchmark for a five (5)-year term (2025-2030)		
PROPOSED BENCHMARKS:	The following academic benchmark is proposed for Gabiella Charter 2 for the 2025-2030 charter term: In each year of the charter term, the school shall demonstrate academic growth in Math for Students with Disabilities as reported on the California School Dashboard Math Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level; or achieved a DFS that is equal to or higher than their respective student group state average DFS. As part of ongoing oversight, the District will review the charter school's performance at its annual oversight visit to determine any appropriate actions, including consideration of the school's progress upon submission of a renewal petition at the end of the term of the charter.		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Gabriella Charter 2 (“GC2” or “Charter School”), with a benchmark in the area of academics, located in Board District 5 and Region East, for a term of five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 468 in grades TK-8 in each year of the charter term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 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

	Gabriella Charter 2
Initial Authorization:	On October 18, 2016, Gabriella Charter 2 was authorized by the LAUSD Board of Education to serve 156 students in grades TK-2 in the first year of operation, 364 students in grades TK-6 by the end of the first charter term, and 468 in grades TK-8 at full implementation in the next charter term. Consistent with Education Code section 47607.4, upon mutual agreement, Gabriella 2 began serving TK through grade 7 beginning in the 2022-2023 school year and TK through grade 8 beginning in the 2023-2024 school year.
Most Recent Renewal	This is the charter school's first consideration for renewal. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Gabriella Charter 2 expires June 30, 2025.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	GC2 submitted its renewal petition application on August 21, 2024. The 90-day statutory timeline for Board action on the petition runs through November 19, 2024.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	GC2 implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	GC2 participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Gabriella Charter 2 is operated by Gabriella Charter Schools, a California nonprofit public benefit corporation that also operates one other LAUSD-authorized charter school.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Gabriella Charter 2 has been identified by the state as a Middle performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard; and whether there was clear and convincing verified data evidence showing the school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and/or strong postsecondary outcomes, as applicable.

The charter school's Distance from Standard (DFS) was lower than the state in English Language Arts (ELA) on the California School Dashboard, with the exception of the English Learner student group in 2022-2023. Although the charter school's DFS in Math was lower than the state for All Students, a majority of the charter school's student groups' performance was higher than their respective state student group averages. However, the charter school provided two years of verified data for All Students and all four student groups demonstrating one year's progress in ELA and Math in each applicable year.

. Please see the attached Gabriella Charter 2 data sets.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels were 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.

Gabriella Charter 2 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	Orange	Green	Not applicable	Yellow	Not applicable	Green

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

c. English Language Arts Indicator

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

In order to continue increasing student outcomes in ELA, charter school leaders report implementing differentiated professional development for new and continuing teachers, instructional coaching, and partnership with a literacy consultant.

Gabriella Charter 2 - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Low	-51.7	Low	-12.2	Lower
Latino	Met	Low	-52.8	Low	-38.6	Lower
English Learner	Met	Very Low	-74.5	Low	-61.2	Lower
Socioeconomically Disadvantaged	Met	Low	-52.1	Low	-41.4	Lower
Students with Disabilities	Met	Very Low	-122.3	Very Low	-97.3	Lower

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

Gabriella Charter 2 - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Yellow	-47.5	4.2	Orange	-13.6	Lower
Latino	Met	Yellow	-47.4	5.4	Orange	-40.2	Lower
English Learner	Met	Yellow	-65.7	8.8	Orange	-67.7	Higher
Socioeconomically Disadvantaged	Met	Yellow	-48.2	4.0	Orange	-42.6	Lower
Students with Disabilities	Met	Orange	-101.5	20.8	Red	-96.3	Lower

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

d. Math Indicator

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

As noted above, staff is recommending a benchmark in Math for the Students with Disabilities student group. In order to improve student outcomes in Math for Students with Disabilities (and All Students), charter school leaders report implementing a focus on math vocabulary, small group instruction, and partnership with service providers for curricular support and training.

Gabriella Charter 2 - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Low	-71.2	Low	-51.7	Lower
Latino	Met	Low	-72.2	Low	-83.4	Higher
English Learner	Met	Low	-85.8	Low	-92.0	Higher
Socioeconomically Disadvantaged	Met	Low	-71.3	Low	-84.0	Higher

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
Students with Disabilities	Met	Very Low	-135.1	Very Low	-130.8	Lower

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

Gabriella Charter 2 - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Orange	-76.9	-5.8	Orange	-49.1	Lower
Latino	Met	Orange	-77.4	-5.2	Orange	-80.8	Higher
English Learner	Met	Orange	-85.8	0.1	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Orange	-78.1	-6.9	Yellow	-80.8	Higher
Students with Disabilities	Met	Red	-132.3	2.8	Orange	-127.3	Lower

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

e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's Status Level 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 higher than the state's rate.

Gabriella Charter 2 - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Very Low	32.3%	Medium	50.3%	Lower

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

Gabriella Charter 2 - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Green	51.0%	18.7%	Yellow	48.7%	Higher

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

f. College/Career Indicator

Not applicable

g. Chronic Absenteeism Indicator

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

chronic absenteeism was higher than the state for All Students and for all four numerically significant student groups.

h. Graduation Indicator [HS only]

Not applicable

i. Suspension Rate Indicator

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

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 GC2's 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 due to a majority of reported indicators that were rated at a "2" or "1."

c. Organizational Management, Programs, and Operations

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

d. Fiscal Operations

Oversight Ratings/Concerns	
2022-2023	<i>Accomplished</i>
2023-2024	<i>Accomplished</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.

ELA

Charter School provided data for Reading from “i-Ready K-8 by Curriculum Associates” (i-Ready) *Diagnostic Growth* report for 2022-2023 and 2023-2024 (“Final Diagnostic”) for All Students and for the following student groups¹: English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

Per Education Code section 47607.2(c)(2), the State Board of Education established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready’s publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 392 students were assessed in Reading and 395 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2023-2024 assessment data appears to include at least 95% of eligible students.

For Reading, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 115%. Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, “Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers.” Therefore, based on i-Ready’s Median Progress to Typical Growth targets² to identify

¹ Student group names that appear on the report may be different than names on the CA Dashboard (e.g., “Students with Disabilities” will be labeled as “Special Education” on i-Ready report).

² In 2023, Curriculum Associates revised typical growth targets in Reading to be 75% in Grades K-5 and 45% in Grades 6-8.

schools as having met California Charter School growth expectations, and Curriculum Associates recommendation “that schools that achieve a year’s worth of growth, adjusted for error, have exhibited sufficient growth,” Charter School met for All Students in Reading in 2023-2024.

As seen in the table below, Charter School provided the most recent data for four student groups and all student groups demonstrated one year’s progress based on i-Ready’s Median Progress to Typical Growth Targets in 2023-2024.

i-Ready Diagnostic Growth Reading 2023-2024				
Student Groups	Number of Students Tested	i-Ready Growth Target	Reading: Progress to Annual Typical Growth (Median)	One Year’s Progress
All Students Grade K-5	259	Grades K-5: 75%	114%	Met
English Learner	109	Grades K-5: 75%	112%	Met
Latino	243	Grades K-5: 75%	112%	Met
Socioeconomically Disadvantaged	243	Grades K-5: 75%	114%	Met
Students with Disabilities	24	Grades K-5: 75%	118%	Met

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

i-Ready Diagnostic Growth Reading 2023-2024				
Student Groups	Number of Students Tested	i-Ready Growth Target	Reading: Progress to Annual Typical Growth (Median)	One Year’s Progress
All Students Grade 6-8	133	Grades 6-8: 45%	121%	Met
English Learner	17	Grades 6-8: 45%	172%	Met
Latino	129	Grades 6-8: 45%	122%	Met
Socioeconomically Disadvantaged	125	Grades 6-8: 45%	122%	Met
Students with Disabilities	18	Grades 6-8: 45%	121%	Met

Charter School also submitted verified data using i-Ready for the 2022-2023 school year. Based on i-Ready’s prior Typical Growth target of 50% of the students making 100% Typical Growth, Charter School met the one year’s progress for All Students and for all four of the school’s student groups in Reading in 2022-2023.

MATH

Charter School provided data for Math from an “i-Ready K-8 by Curriculum Associates” (i-Ready) *Diagnostic Growth* report for 2022-2023 and 2023-2024 (“Final Diagnostic”) for All Students and for the

following student groups³: English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

Per Education Code section 47607.2(c)(2), the State Board of Education established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready's publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 391 students were assessed in Math and 395 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2023-2024 assessment data appears to include at least 95% of eligible students.

For Math, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 95%%. Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, "Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers." Therefore, based on i-Ready's Median Progress to Typical Growth targets⁴ to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth," Charter School met for All Students in Math in 2023-2024.

As seen in the table below, Charter School provided the most recent data for four student groups and four student groups demonstrated one year's progress based on i-Ready's Median Progress to Typical Growth Targets in 2023-2024.

Student Groups	i-Ready Diagnostic Growth Math 2023-2024			
	Number of Students Tested	i-Ready Growth Target	Math: Progress to Annual Typical Growth (Median)	One Year's Progress
All Students Grade K-5	258	Grades K-5: 80%	95%	Met
English Learner	109	Grades K-5: 80%	96%	Met
Latino	242	Grades K-5: 80%	96%	Met
Socioeconomically Disadvantaged	242	Grades K-5: 80%	96%	Met
Students with Disabilities	24	Grades K-5: 80%	100%	Met

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

³ Student group names that appear on the report may be different than names on the CA Dashboard (e.g., "Students with Disabilities" will be labeled as "Special Education" on i-Ready report).

⁴ i-Ready Median Progress to Typical Growth targets in Math are 80% in Grades K-5 and 60% in Grades 6-8.

Student Groups	i-Ready Diagnostic Growth Math 2023-2024			
	Number of Students Tested	i-Ready Growth Target	Math: Progress to Annual Typical Growth (Median)	One Year's Progress
All Students Grade 6-8	133	Grades 6-8: 60%	83%	Met
English Learner	16	Grades 6-8: 60%	114%	Met
Latino	129	Grades 6-8: 60%	83%	Met
Socioeconomically Disadvantaged	126	Grades 6-8: 60%	83%	Met
Students with Disabilities	18	Grades 6-8: 60%	117%	Met

Charter School also submitted verified data using i-Ready for the 2022-2023 school year. Based on i-Ready's prior Typical Growth target of 50% of the students making 100% Typical Growth, Charter School met the one year's progress for All Students and for all four of the school's student groups in Math in 2022-2023.

Based on the review and consideration of verified data, Gabriella Charter 2 included two years of data, including schoolwide and student group reports (English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) for both ELA and Math. In 2022-2023 and 2023-2024, Gabriella Charter 2 appears to have met 95 percent participation rate for schoolwide and all student groups.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Gabriella Charter 2'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	\$631,074	\$1,189,226	\$1,656,739	\$1,896,562	\$2,019,078
Net Income/Loss	\$210,898	\$558,152	\$467,513	\$239,823	\$122,516
Transfers In/Out	\$19,144	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Norm Enrollment*	237	290	330	376	393

* According to Gabriella Charter 2, Charter School 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.

Gabriella Charter 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)
2	2	\$6,655,930	\$327,571	\$0	\$0

Gabriella Charter 2

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
E	5	7552	Gabriella Charter 2	All Students	172	-51.7	Low	-12.2	Low	Lower	217	Yellow	-47.5	4.2	Increased	Orange	-13.6	-1.4	Maintained	Lower
				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	86	-74.5	Very Low	-61.2	Low	Lower	92	Yellow	-65.7	8.8	Increased	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	--	*	No Color	--	--	No Change Level	Red	-89.2	-2.5	Maintained	--
				Homeless Youth	*	-	No Performance Level	-62.9	Low	--	*	No Color	--	--	No Change Level	Orange	-67.9	-5	Declined	--
				Latino	163	-52.8	Low	-38.6	Low	Lower	213	Yellow	-47.4	5.4	Increased	Orange	-40.2	-1.7	Maintained	Lower
				Native Hawaiian or Pacific Islander	0	--	--	-29.1	Low	--	0	--	--	--	--	Orange	-32.5	-3.4	Declined	--
				Socioeconomically Disadvantaged	164	-52.1	Low	-41.4	Low	Lower	211	Yellow	-48.2	4	Increased	Orange	-42.6	-1.2	Maintained	Lower
				Students with Disabilities	32	-122.3	Very Low	-97.3	Very Low	Lower	36	Orange	-101.5	20.8	Increased Significantly	Red	-96.3	1.8	Maintained	Lower
				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 *	98%	--	--	100%	100%	--	100%	100%	98%	--	98%	97%	--	--
Participation Rate Met 2022 *	Yes	--	--	Yes	Yes	--	Yes	Yes	Yes	--	Yes	Yes	--	--
Percent of students tested in 2023	98%	--	--	100%	98%	--	100%	100%	98%	--	99%	100%	--	--
Participation Rate Met 2023	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

Gabriella Charter 2

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
E	5	7552	Gabriella Charter 2	All Students	172	-71.2	Low	-51.7	Low	Lower	219	Orange	-76.9	-5.8	Declined	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	86	-85.8	Low	-92.0	Low	Higher	93	Orange	-85.8	0.1	Maintained	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	--	*	No Color	--	--	No Change Level	Red	-127.4	1.4	Maintained	--
				Homeless Youth	*	-	No Performance Level	-101.8	Very Low	--	*	No Color	--	--	No Change Level	Red	-101.3	0.5	Maintained	--
				Latino	163	-72.2	Low	-83.4	Low	Higher	215	Orange	-77.4	-5.2	Declined	Orange	-80.8	2.6	Maintained	Higher
				Native Hawaiian or Pacific Islander	0	--	--	-71.3	Low	--	0	--	--	--	--	Orange	-71.3	0.0	Maintained	--
				Socioeconomically Disadvantaged	164	-71.3	Low	-84.0	Low	Higher	213	Orange	-78.1	-6.9	Declined	Yellow	-80.8	3.2	Increased	Higher
				Students with Disabilities	32	-135.1	Very Low	-130.8	Very Low	Lower	36	Red	-132.3	2.8	Maintained	Orange	-127.3	5.5	Increased	Lower
				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 **	98%	--	--	100%	100%	--	100%	100%	98%	--	98%	97%	--	--
Participation Rate Met 2022 *	Yes	--	--	Yes	Yes	--	Yes	Yes	Yes	--	Yes	Yes	--	--
Percent of students tested in 2023	100%	--	--	100%	99%	--	100%	100%	100%	--	100%	100%	--	--
Participation Rate Met 2023	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

Gabriella Charter 2

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
E	5	7552	Gabriella Charter 2	English Learner	93	32.3%	Very Low	50.3%	Medium	Lower	102	Green	51.0%	18.7%	Increased Significantly	Yellow	48.7%	-1.6%	Maintained	Higher

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	125	125	100.0%	Yes
2023	133	133	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		
Gabriella Charter 2		State
ELs Who Progressed at Least One ELPI Level	32.3%	47.5%
ELs Who Maintained ELPI Level 4	0.0%	2.8%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	39.8%	31.4%
ELs Who Decreased at Least One ELPI Level	28.0%	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		
Gabriella Charter 2		State
ELs Who Progressed at Least One ELPI Level	51.0%	46.4%
ELs Who Maintained ELPI Level 4	0.0%	2.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	32.4%	32.7%
ELs Who Decreased at Least One ELPI Level	16.7%	18.6%

Gabriella Charter 2

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/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/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
E	5	7552	Gabriella Charter 2	All Students	343	40.5%	Very High	30.0%	Very High	Higher	389	Yellow	37.3%	-3.2%	Declined Significantly	Yellow	24.3%	-5.7	Declined Significantly	Higher
				American Indian or Alaska Native	*	--	No Performance Level	42.9%	Very High	--	0	--	--	--	--	Yellow	36.1%	-6.8	Declined Significantly	--
				Asian	0	--	--	11.5%	High	--	0	--	--	--	--	Yellow	10.1%	-1.4	Declined	--
				Black or African American	*	--	No Performance Level	42.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	36.4%	-6.5	Declined Significantly	--
				English Learner	141	35.5%	Very High	33.6%	Very High	Higher	146	Orange	28.8%	-6.7%	Declined	Yellow	26.3%	-7.3	Declined Significantly	Higher
				Filipino	0	--	--	16.2%	High	--	0	--	--	--	--	Yellow	13.8%	-2.4	Declined	--
				Foster Youth	*	--	No Performance Level	42.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	33.6%	-8.5	Declined Significantly	--
				Homeless Youth	*	--	No Performance Level	45.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	38.7%	-6.4	Declined Significantly	--
				Latino	290	40.3%	Very High	35.8%	Very High	Higher	369	Yellow	35.5%	-4.8%	Declined Significantly	Yellow	28.4%	-7.4	Declined Significantly	Higher
				Native Hawaiian or Pacific Islander	0	--	--	43.9%	Very High	--	0	--	--	--	--	Yellow	37.6%	-6.3	Declined Significantly	--
				Socioeconomically Disadvantaged	322	41.3%	Very High	37.4%	Very High	Higher	375	Yellow	37.1%	-4.2%	Declined Significantly	Yellow	29.9%	-7.5	Declined Significantly	Higher
				Students with Disabilities	55	47.3%	Very High	39.6%	Very High	Higher	63	Orange	41.3%	-6.0%	Declined	Yellow	33.1%	-6.5	Declined Significantly	Higher
				Two or More Races	38	34.2%	Very High	25.1%	Very High	Higher	*	No Color	0.0%	0.0%	No Change Level	Yellow	21.6%	-3.5	Declined Significantly	--
				White	*	--	No Performance Level	21.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	18.5%	-3.5	Declined Significantly	--

Data Sources: California School Dashboard Research data files 2023

Gabriella Charter 2

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
E	5	7552	Gabriella Charter 2	All Students	349	0.0%	Very Low	3.1%	Medium	Lower	400	Green	0.5%	0.5%	Increased	Orange	3.5%	0.4%	Increased	Lower
				American Indian or Alaska Native	*	--	No Performance Level	6.4%	High	--	0	--	--	--	--	Orange	7.4%	1.0%	Increased	--
				Asian	0	--	--	0.9%	Very Low	--	0	--	--	--	--	Green	1.1%	0.2%	Maintained	--
				Black or African American	*	--	No Performance Level	7.9%	High	--	*	No Color	--	--	No Change Level	Red	8.8%	0.9%	Increased	--
				English Learner	141	0.0%	Very Low	3.2%	Medium	Lower	150	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	--	*	No Color	--	--	No Change Level	Orange	6.5%	1.0%	Increased	--
				Latino	294	0.0%	Very Low	3.3%	Medium	Lower	378	Green	0.5%	0.5%	Increased	Orange	3.8%	0.5%	Increased	Lower
				Native Hawaiian or Pacific Islander	0	--	--	4.5%	Medium	--	0	--	--	--	--	Orange	4.9%	0.4%	Increased	--
				Socioeconomically Disadvantaged	324	0.0%	Very Low	4.0%	Medium	Lower	385	Green	0.5%	0.5%	Increased	Orange	4.5%	0.5%	Increased	Lower
				Students with Disabilities	56	0.0%	Very Low	5.4%	High	Lower	63	Blue	0.0%	0.0%	Maintained	Orange	5.9%	0.5%	Increased	Lower
				Two or More Races	39	0.0%	Very Low	2.9%	Medium	Lower	*	No Color	--	--	No Change Level	Orange	3.3%	0.4%	Increased	--
				White	*	--	No Performance Level	2.6%	Medium	--	*	No Color	--	--	No Change Level	Yellow	2.9%	0.2%	Maintained	--

Data Sources: California School Dashboard Research data files 2023

Gabriella Charter 2

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
E	5	7552	Gabriella Charter 2	398	98.7%	0.0%	0.0%	0.0%	2.5%	34.7%	0.0%	0.3%	6.8%	94.7%	0.0%	0.0%	0.8%	98.7%	14.1%	0.3%	1.8%
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
E	5	7552	Gabriella Charter 2	374	96.5%	0.0%	0.0%	0.0%	1.3%	37.4%	0.0%	1.3%	1.3%	86.1%	0.0%	0.0%	10.2%	96.3%	14.7%	0.0%	2.4%
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>

Gabriella Charter 2

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
E	5	7552	Gabriella Charter 2	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>

Gabriella Charter 2

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
E	5	7552	Gabriella Charter 2	LTEL 6+ Years	6	2.9%	226,535	11.1%	10	4.7%	211,218	18.1%
				At-Risk 4-5 Years	30	14.7%	144,190	7.1%	24	11.2%	136,190	9.6%
				EL 0-3 Years	84	41.2%	505,487	24.8%	81	37.7%	519,652	26.0%
				EL 4+ Years Not At-Risk or LTEL	20	9.8%	236,323	11.6%	23	10.7%	207,773	10.4%
				EL total	140	68.6%	1,112,535	54.5%	138	64.2%	1,074,833	53.8%
				RFEP	64	31.4%	927,723	45.5%	77	35.8%	924,460	46.2%
				Total (Ever)	204	100.0%	2,040,258	100.0%	215	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>

Gabriella Charter 2

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 %
E	5	7552	Gabriella Charter 2	398	56	14.1%
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 %
E	5	7552	Gabriella Charter 2	374	55	14.7%
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
E	5	7552	Gabriella Charter 2	85.5%	14.5%	7	0	0	1	0	0	0	0	8	0	24	15	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

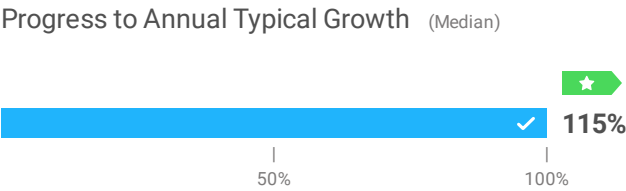
RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
E	5	7552	Gabriella Charter 2	92.7%	7.3%	4	0	0	0	0	0	0	0	8	0	23	20	0	0
Los Angeles Unified				68.3%	31.6%	16,427	5	226	1,143	1	994	3,495	354	10,342	1,065	29,411	12,139	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

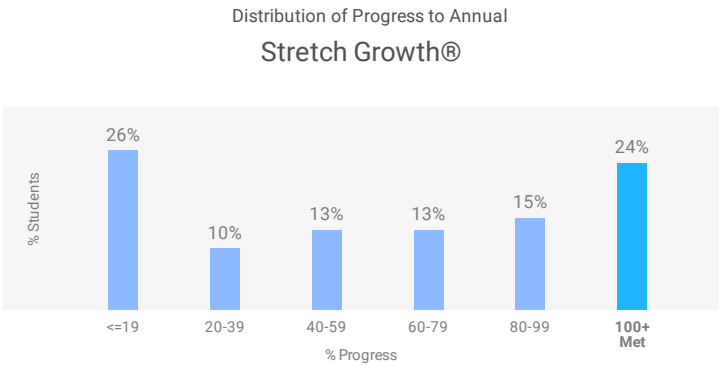
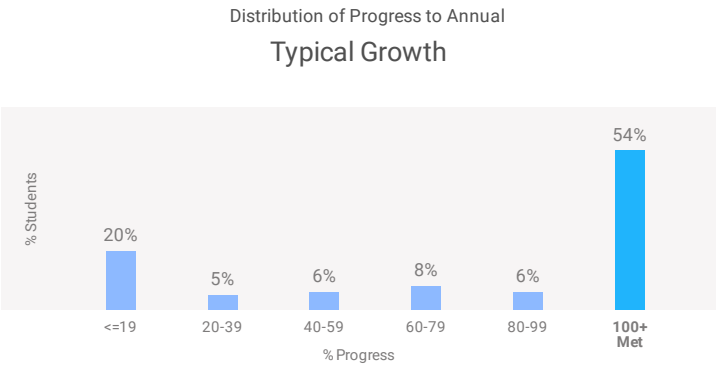
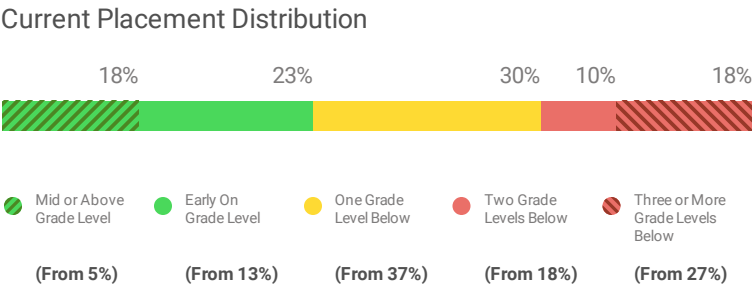
Data Source: CALPADS 8.1 FALL 1 Certified Report This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

School Group	GCS 2
School	All Schools
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

Students Assessed/Total: 392/395



The median percent progress towards Typical Growth for this school is 115%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

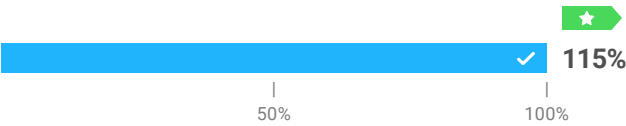


Choose to Show Results By						
School						
Showing 2 of 2						
School	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Elem School 2	 114%	54%	 67%	25%	60%	259/260
GCS2-Gabriella Charter Middle School	 121%	55%	 44%	21%	50%	133/135

School Group	GCS 2
School	All Schools
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

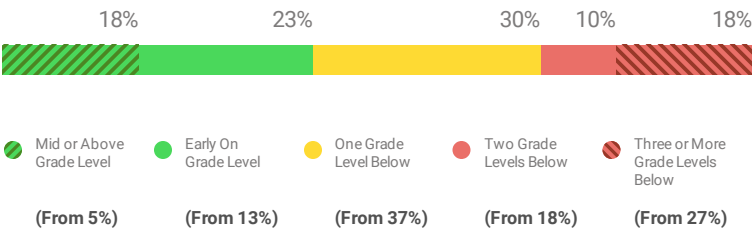
Students Assessed/Total: 392/395

Progress to Annual Typical Growth (Median)



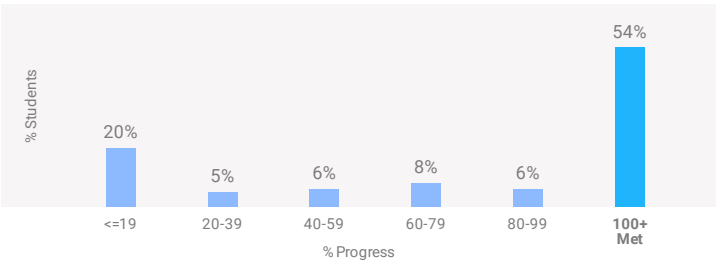
The median percent progress towards Typical Growth for this school is 115%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

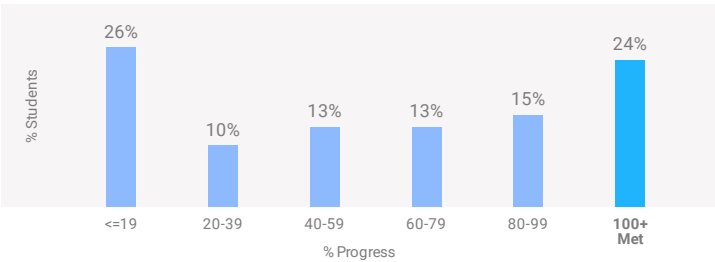


Mid or Above Grade Level (From 5%) Early On Grade Level (From 13%) One Grade Level Below (From 37%) Two Grade Levels Below (From 18%) Three or More Grade Levels Below (From 27%)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



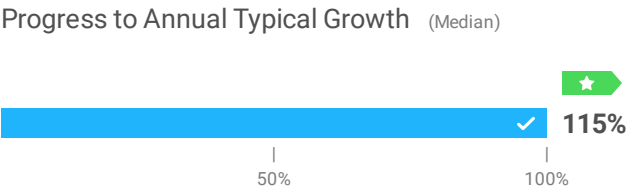
Choose to Show Results By		Secondary Demographic to Show Results By					
School		English Learner					
		Showing 6 of 6					
School	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Elem School 2	Overall	114%	54%	67%	25%	60%	259/260
GCS2-Gabriella Charter Elem School 2	Yes - English Learner	112%	51%	61%	27%	56%	109/110
GCS2-Gabriella Charter Elem School 2	No - English Learner	117%	56%	70%	24%	63%	150/150

School Group	GCS 2
School	All Schools
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

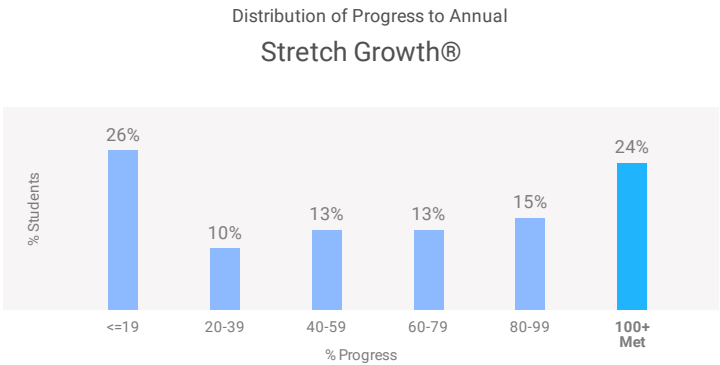
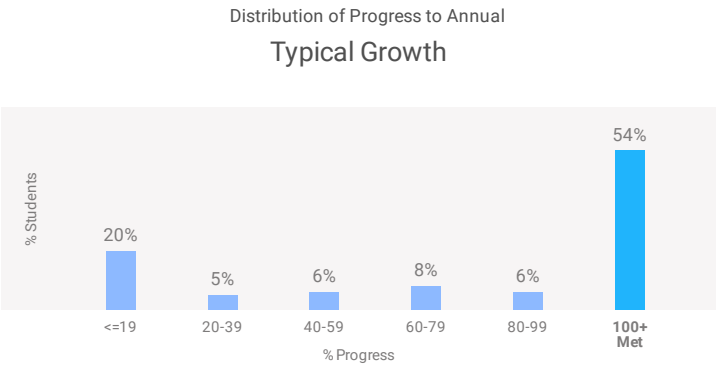
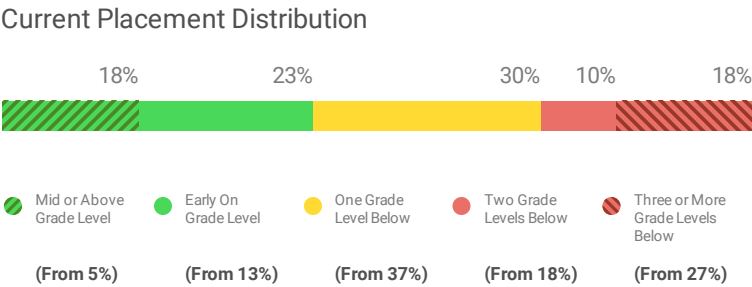
School	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Middle School	Overall	✓ 121%	55%	44%	21%	50%	133/135
GCS2-Gabriella Charter Middle School	Yes - English Learner	✓ 172%	71%	62%	24%	59%	17/17
GCS2-Gabriella Charter Middle School	No - English Learner	✓ 109%	53%	39%	21%	48%	116/118

School Group	GCS 2
School	All Schools
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

Students Assessed/Total: 392/395



The median percent progress towards Typical Growth for this school is 115%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By		Secondary Demographic to Show Results By					
School		Hispanic or Latino					
		Showing 7 of 7					
School	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Elem School 2	Overall	114%	54%	67%	25%	60%	259/260
GCS2-Gabriella Charter Elem School 2	Yes - Hispanic or Latino	112%	54%	67%	25%	59%	243/244
GCS2-Gabriella Charter Elem School 2	No - Hispanic or Latino	115%	57%	86%	14%	71%	7/7

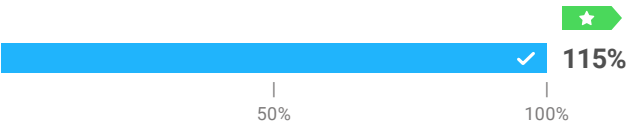
School Group	GCS 2
School	All Schools
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

School	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Elem School 2	Not Reported	✓ 143%	56%	78%	33%	89%	9/9
GCS2-Gabriella Charter Middle School	Overall	✓ 121%	55%	44%	21%	50%	133/135
GCS2-Gabriella Charter Middle School	Yes - Hispanic or Latino	✓ 122%	56%	45%	21%	50%	129/131
GCS2-Gabriella Charter Middle School	No - Hispanic or Latino	46%	25%	15%	25%	25%	4/4

School Group	GCS 2
School	All Schools
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

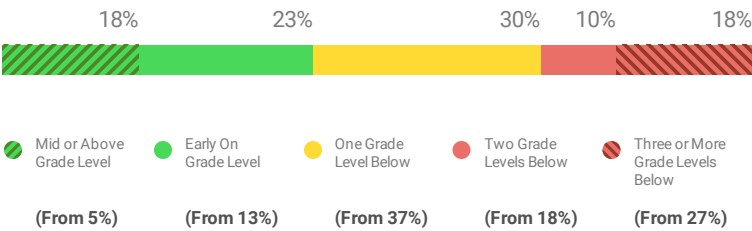
Students Assessed/Total: 392/395

Progress to Annual Typical Growth (Median)

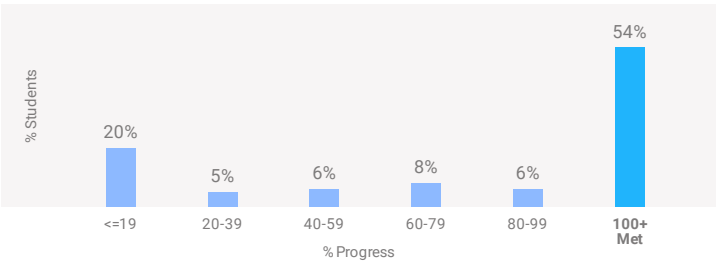


The median percent progress towards Typical Growth for this school is 115%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

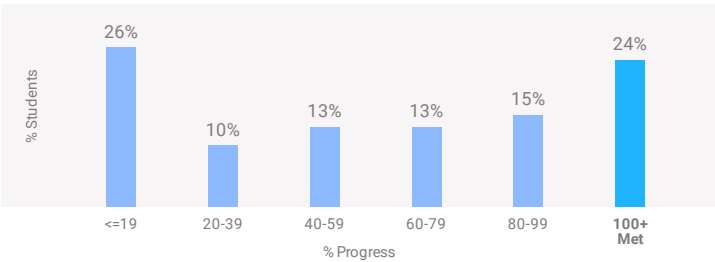
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By		Secondary Demographic to Show Results By					
School		Economically Disadvantaged					
		Showing 6 of 6					
School	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Elem School 2	Overall	114%	54%	67%	25%	60%	259/260
GCS2-Gabriella Charter Elem School 2	Yes - Economically Disadvantaged	114%	54%	68%	26%	60%	243/244
GCS2-Gabriella Charter Elem School 2	Not Reported	98%	50%	52%	13%	69%	16/16

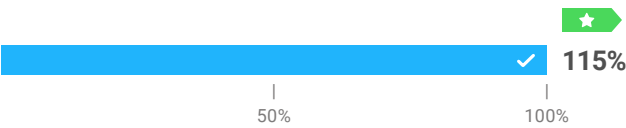
School Group	GCS 2
School	All Schools
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

School	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Middle School	Overall	121%	55%	44%	21%	50%	133/135
GCS2-Gabriella Charter Middle School	Yes - Economically Disadvantaged	122%	56%	45%	22%	51%	125/126
GCS2-Gabriella Charter Middle School	Not Reported	86%	38%	31%	13%	25%	8/9

School Group	GCS 2
School	All Schools
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

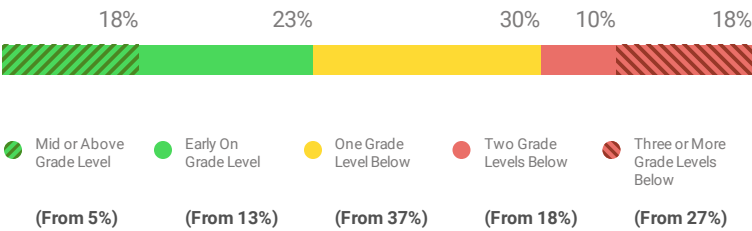
Students Assessed/Total: 392/395

Progress to Annual Typical Growth (Median)

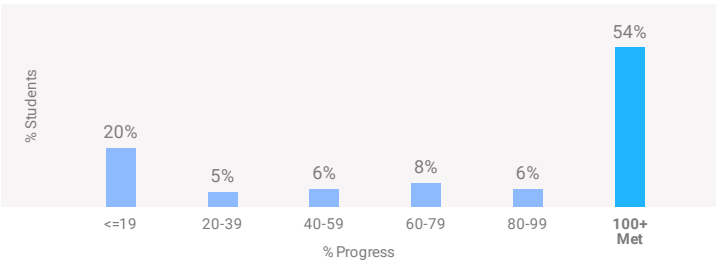


The median percent progress towards Typical Growth for this school is 115%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

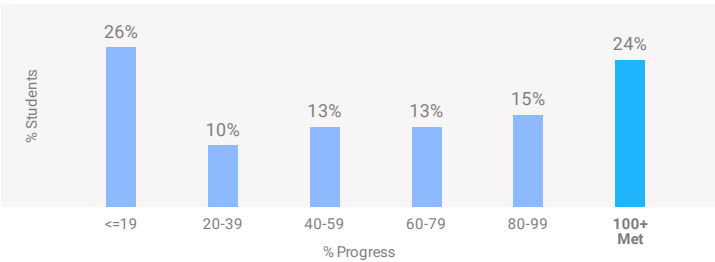
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By		Secondary Demographic to Show Results By					
School		Special Education					
		Showing 6 of 6					
School	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Elem School 2	Overall	114%	54%	67%	25%	60%	259/260
GCS2-Gabriella Charter Elem School 2	Yes - Special Education	75%	42%	38%	25%	46%	24/24
GCS2-Gabriella Charter Elem School 2	Not Reported	118%	55%	68%	25%	62%	235/236

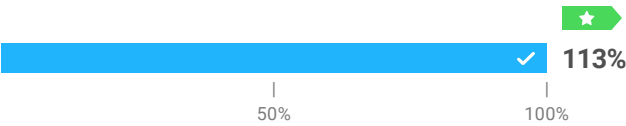
School Group	GCS 2
School	All Schools
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

School	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Middle School	Overall	✓ 121%	55%	44%	21%	50%	133/135
GCS2-Gabriella Charter Middle School	Yes - Special Education	✓ 109%	50%	38%	17%	39%	18/18
GCS2-Gabriella Charter Middle School	Not Reported	✓ 121%	56%	44%	22%	51%	115/117

School Group	GCS 2
School	All Schools
Subject	Reading
Academic Year	2022 - 2023
Comparison Diagnostic	Final Diagnostic

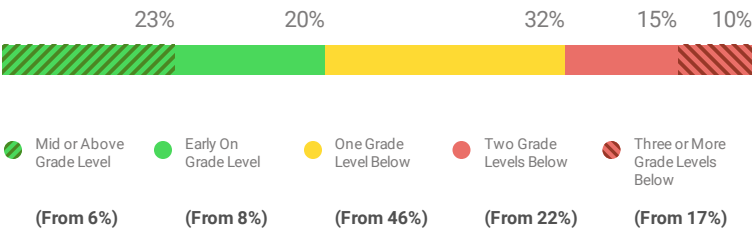
Students Assessed/Total: 368/373

Progress to Annual Typical Growth (Median)

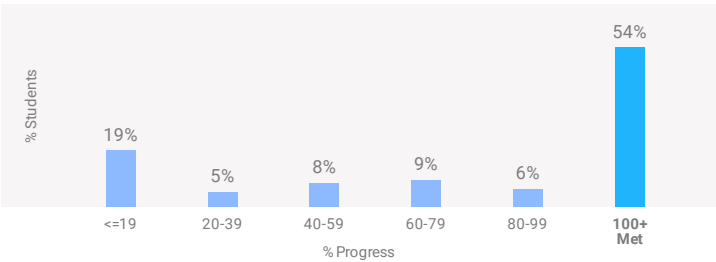


The median percent progress towards Typical Growth for this school is 113%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

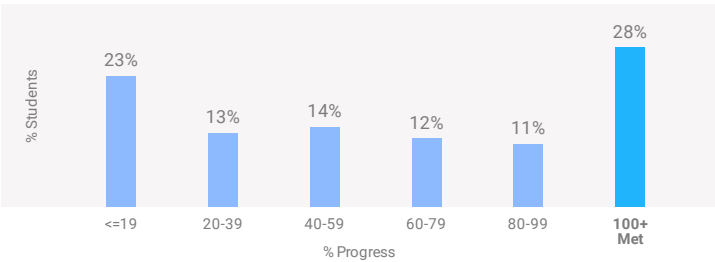
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

School

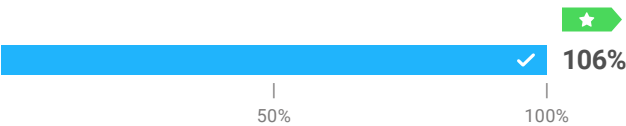
Showing 2 of 2

School	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Elem School 2	109%	53%	66%	29%	61%	288/290
GCS2-Gabriella Charter Middle School	119%	56%	44%	23%	50%	80/83

School Group	GCS 2
School	All Schools
Subject	Reading
Academic Year	2022 - 2023
English Learner	Yes - English Learner
Comparison Diagnostic	Final Diagnostic

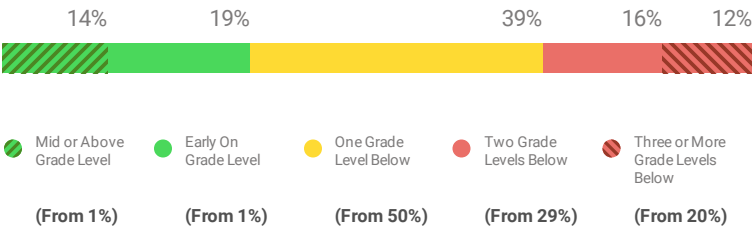
Students Assessed/Total: 123/127

Progress to Annual Typical Growth (Median)

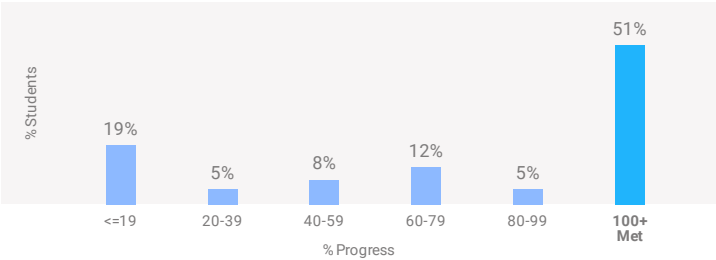


The median percent progress towards Typical Growth for this school is 106%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

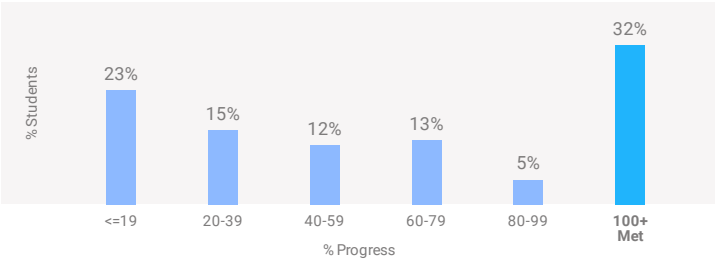
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

School

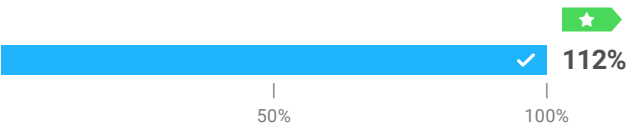
Showing 2 of 2

School	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Elem School 2	114%	52%	66%	34%	58%	111/113
GCS2-Gabriella Charter Middle School	49%	42%	18%	8%	50%	12/14

School Group	GCS 2
School	All Schools
Subject	Reading
Academic Year	2022 - 2023
Hispanic or Latino	Yes - Hispanic or Latino
Comparison Diagnostic	EOY Diagnostic

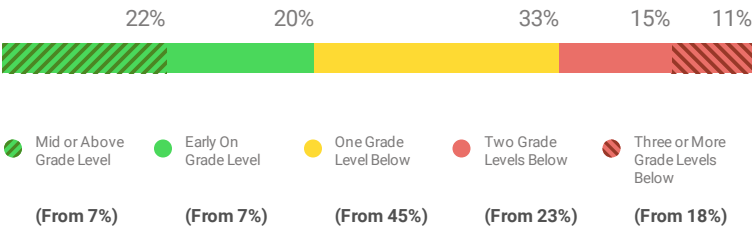
Students Assessed/Total: 323/327

Progress to Annual Typical Growth (Median)

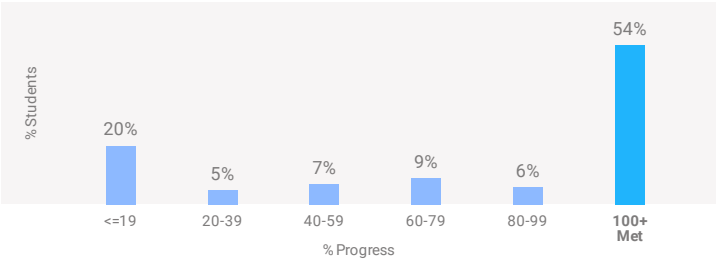


The median percent progress towards Typical Growth for this school is 112%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

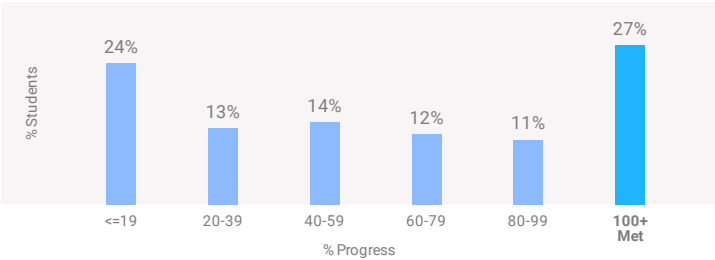
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

School

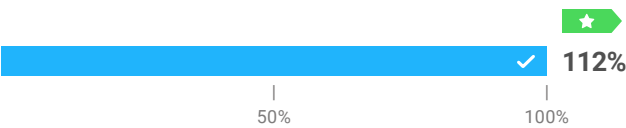
Showing 2 of 2

School	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Elem School 2	108%	53%	65%	28%	61%	251/252
GCS2-Gabriella Charter Middle School	123%	58%	46%	24%	51%	72/75

School Group	GCS 2
School	All Schools
Subject	Reading
Academic Year	2022 - 2023
Economically Disadvantaged	Yes - Economically Disadvantaged
Comparison Diagnostic	Final Diagnostic

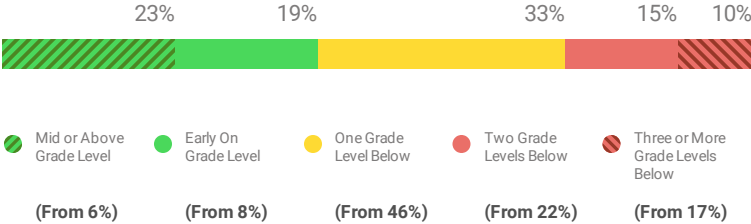
Students Assessed/Total: 355/359

Progress to Annual Typical Growth (Median)

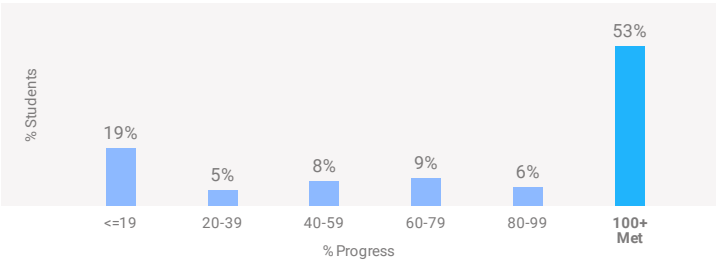


The median percent progress towards Typical Growth for this school is 112%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

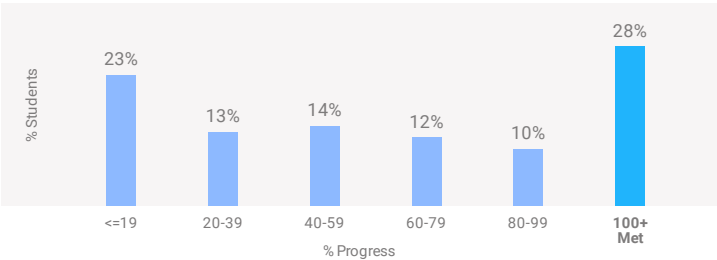
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

School

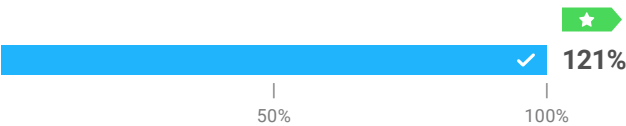
Showing 2 of 2

School	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Elem School 2	 108%	52%	 65%	30%	60%	278/280
GCS2-Gabriella Charter Middle School	 121%	57%	 46%	23%	51%	77/79

School Group	GCS 2
School	All Schools
Subject	Reading
Academic Year	2022 - 2023
Special Education	Yes - Special Education
Comparison Diagnostic	Final Diagnostic

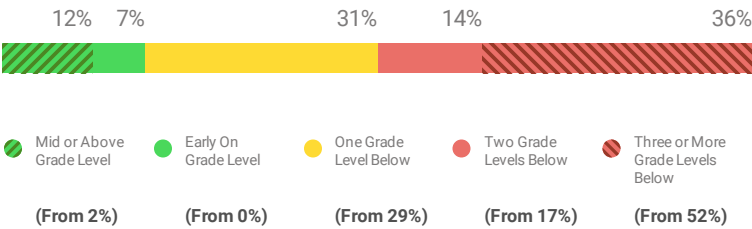
Students Assessed/Total: 42/43

Progress to Annual Typical Growth (Median)

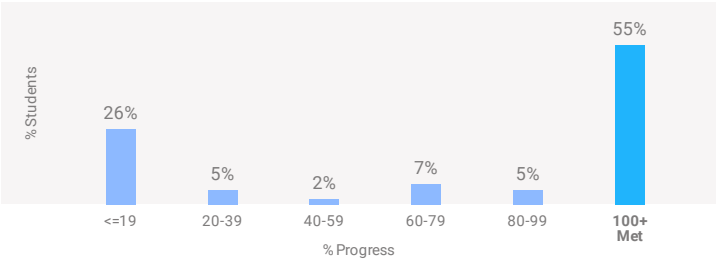


The median percent progress towards Typical Growth for this school is 121%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

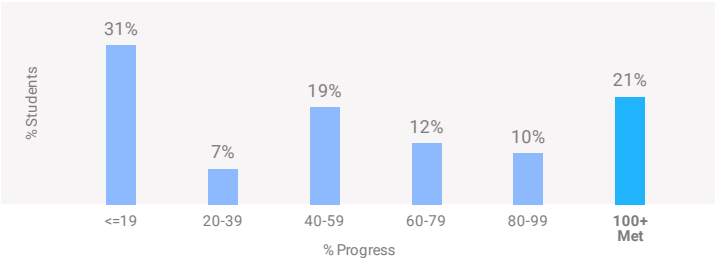
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

School

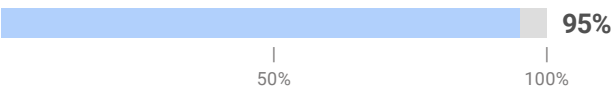
Showing 2 of 2

School	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Elem School 2	83%	42%	48%	23%	46%	26/27
GCS2-Gabriella Charter Middle School	133%	75%	48%	19%	63%	16/16

School Group	GCS 2
School	All Schools
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

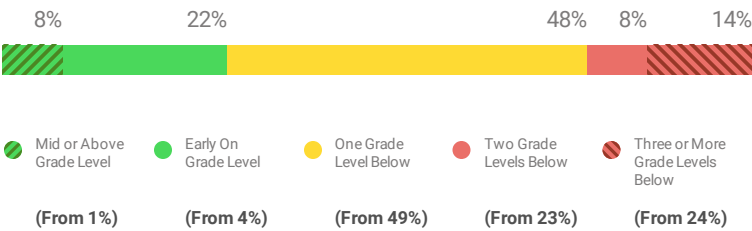
Students Assessed/Total: 391/395

Progress to Annual Typical Growth (Median)



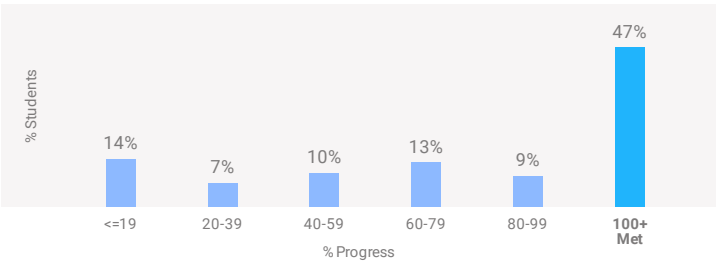
The median percent progress towards Typical Growth for this school is 95%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

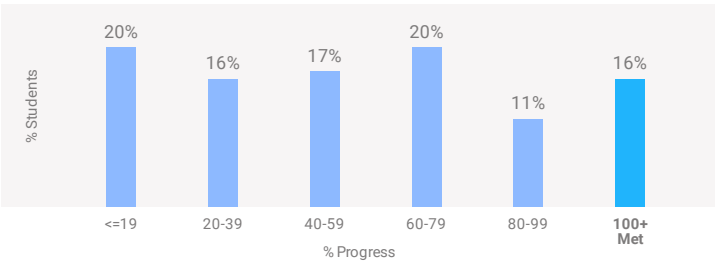


Mid or Above Grade Level (From 1%) Early On Grade Level (From 4%) One Grade Level Below (From 49%) Two Grade Levels Below (From 23%) Three or More Grade Levels Below (From 24%)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

School

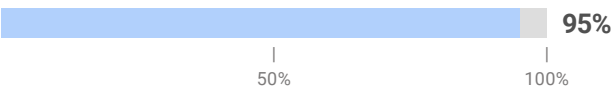
Showing 2 of 2

School	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Elem School 2	95%	46%	63%	15%	60%	258/260
GCS2-Gabriella Charter Middle School	83%	50%	39%	18%	55%	133/135

School Group	GCS 2
School	All Schools
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

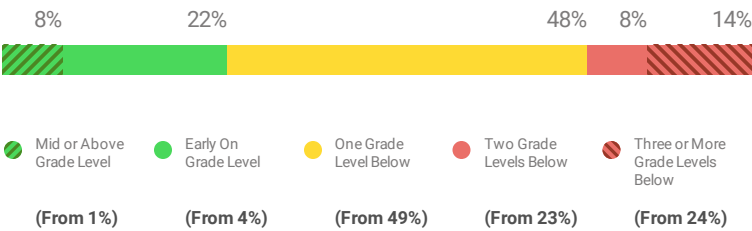
Students Assessed/Total: 391/395

Progress to Annual Typical Growth (Median)



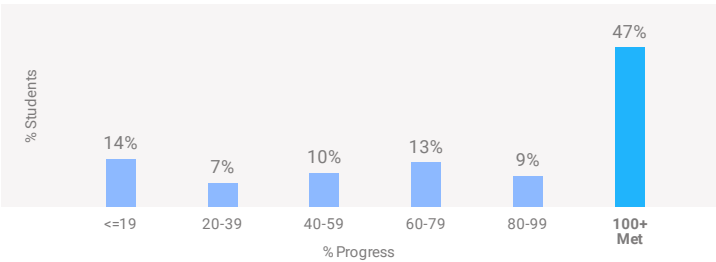
The median percent progress towards Typical Growth for this school is 95%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

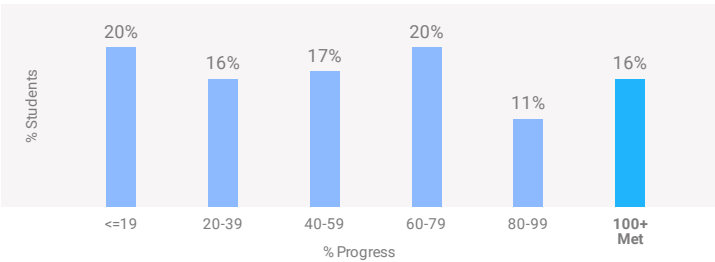


(From 1%) (From 4%) (From 49%) (From 23%) (From 24%)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By		Secondary Demographic to Show Results By					
School		English Learner					
		Showing 6 of 6					
School	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Elem School 2	Overall	95%	46%	63%	15%	60%	258/260
GCS2-Gabriella Charter Elem School 2	Yes - English Learner	96%	47%	65%	17%	62%	109/110
GCS2-Gabriella Charter Elem School 2	No - English Learner	93%	46%	62%	13%	59%	149/150

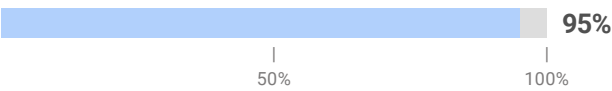
School Group	GCS 2
School	All Schools
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

School	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Middle School	Overall	83%	50%	39%	18%	55%	133/135
GCS2-Gabriella Charter Middle School	Yes - English Learner	114%	56%	47%	25%	69%	16/17
GCS2-Gabriella Charter Middle School	No - English Learner	83%	49%	39%	17%	53%	117/118

School Group	GCS 2
School	All Schools
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

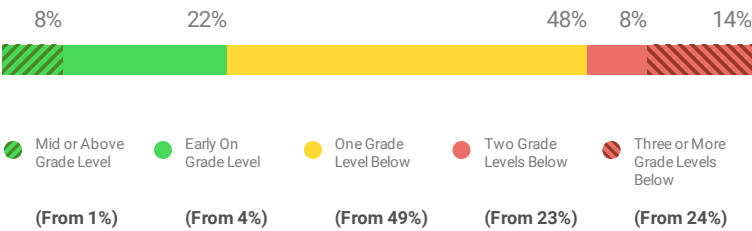
Students Assessed/Total: 391/395

Progress to Annual Typical Growth (Median)



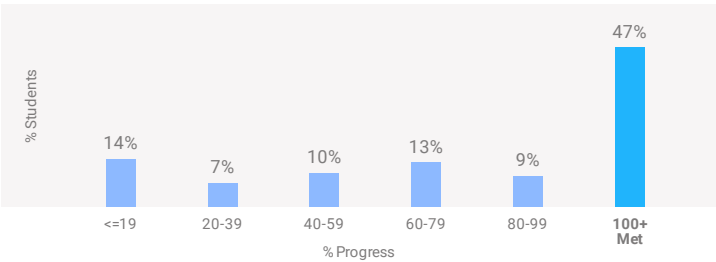
The median percent progress towards Typical Growth for this school is 95%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

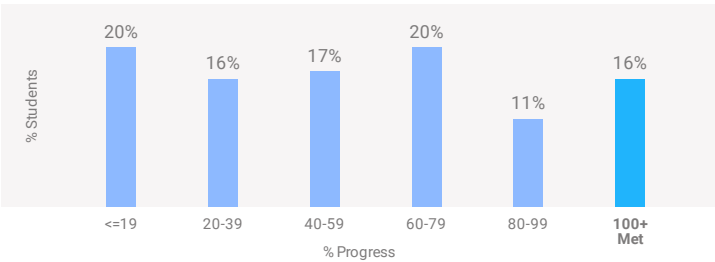


(From 1%) (From 4%) (From 49%) (From 23%) (From 24%)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By		Secondary Demographic to Show Results By					
School		Hispanic or Latino					
		Showing 7 of 7					
School	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Elem School 2	Overall	95%	46%	63%	15%	60%	258/260
GCS2-Gabriella Charter Elem School 2	Yes - Hispanic or Latino	96%	47%	64%	16%	60%	242/244
GCS2-Gabriella Charter Elem School 2	No - Hispanic or Latino	85%	29%	57%	0%	57%	7/7

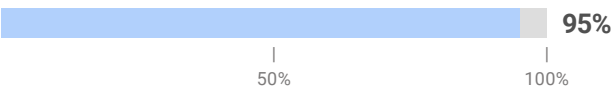
School Group	GCS 2
School	All Schools
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

School	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Elem School 2	Not Reported	79%	44%	48%	11%	67%	9/9
GCS2-Gabriella Charter Middle School	Overall	83%	50%	39%	18%	55%	133/135
GCS2-Gabriella Charter Middle School	Yes - Hispanic or Latino	83%	49%	39%	17%	54%	129/131
GCS2-Gabriella Charter Middle School	No - Hispanic or Latino	236%	75%	114%	50%	75%	4/4

School Group	GCS 2
School	All Schools
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

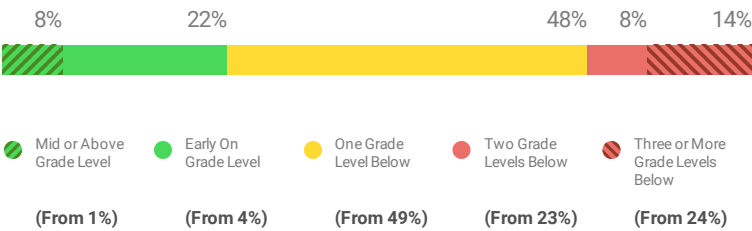
Students Assessed/Total: 391/395

Progress to Annual Typical Growth (Median)



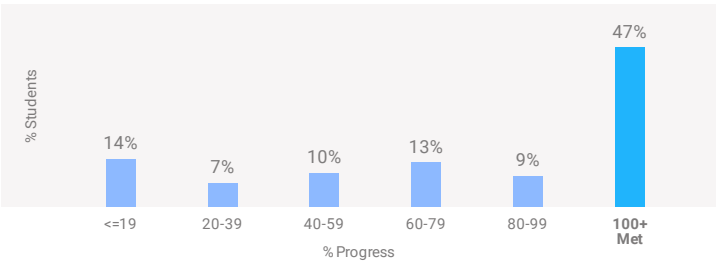
The median percent progress towards Typical Growth for this school is 95%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

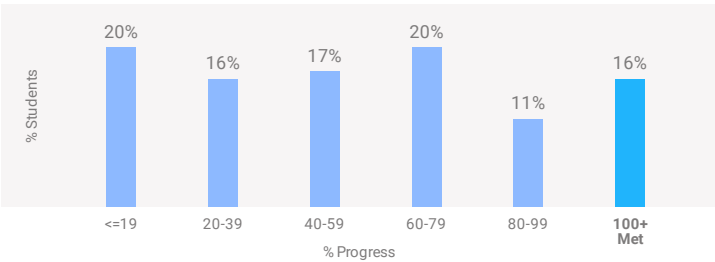


Mid or Above Grade Level (From 1%) Early On Grade Level (From 4%) One Grade Level Below (From 49%) Two Grade Levels Below (From 23%) Three or More Grade Levels Below (From 24%)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By		Secondary Demographic to Show Results By					
School		Economically Disadvantaged					
		Showing 6 of 6					
School	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Elem School 2	Overall	95%	46%	63%	15%	60%	258/260
GCS2-Gabriella Charter Elem School 2	Yes - Economically Disadvantaged	96%	46%	63%	15%	61%	242/244
GCS2-Gabriella Charter Elem School 2	Not Reported	91%	44%	66%	19%	56%	16/16

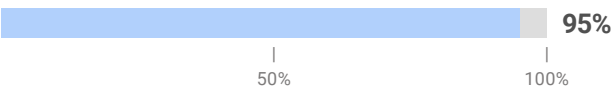
School Group	GCS 2
School	All Schools
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

School	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Middle School	Overall	83%	50%	39%	18%	55%	133/135
GCS2-Gabriella Charter Middle School	Yes - Economically Disadvantaged	83%	49%	39%	18%	54%	126/126
GCS2-Gabriella Charter Middle School	Not Reported	121%	57%	48%	14%	71%	7/9

School Group	GCS 2
School	All Schools
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

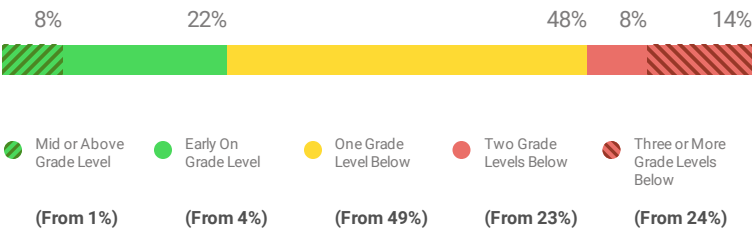
Students Assessed/Total: 391/395

Progress to Annual Typical Growth (Median)



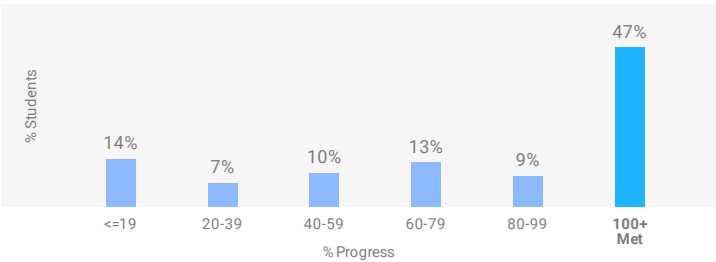
The median percent progress towards Typical Growth for this school is 95%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

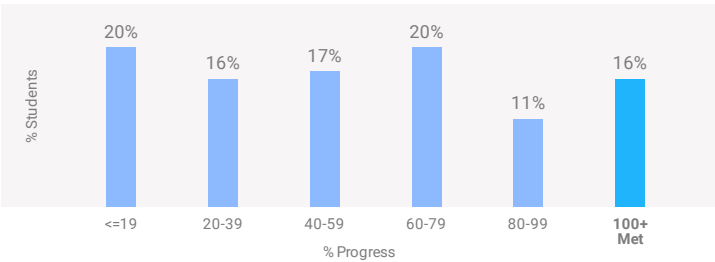


Mid or Above Grade Level (From 1%) Early On Grade Level (From 4%) One Grade Level Below (From 49%) Two Grade Levels Below (From 23%) Three or More Grade Levels Below (From 24%)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By		Secondary Demographic to Show Results By					
School		Special Education					
		Showing 6 of 6					
School	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Elem School 2	Overall	95%	46%	63%	15%	60%	258/260
GCS2-Gabriella Charter Elem School 2	Yes - Special Education	100%	50%	61%	13%	58%	24/24
GCS2-Gabriella Charter Elem School 2	Not Reported	95%	46%	64%	15%	61%	234/236

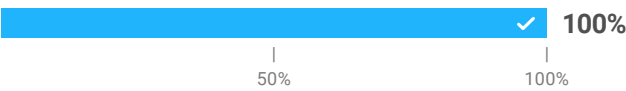
School Group	GCS 2
School	All Schools
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

School	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Middle School	Overall	83%	50%	39%	18%	55%	133/135
GCS2-Gabriella Charter Middle School	Yes - Special Education	117%	56%	45%	28%	56%	18/18
GCS2-Gabriella Charter Middle School	Not Reported	83%	49%	39%	17%	55%	115/117

School Group	GCS 2
School	All Schools
Subject	Math
Academic Year	2022 - 2023
Comparison Diagnostic	Final Diagnostic

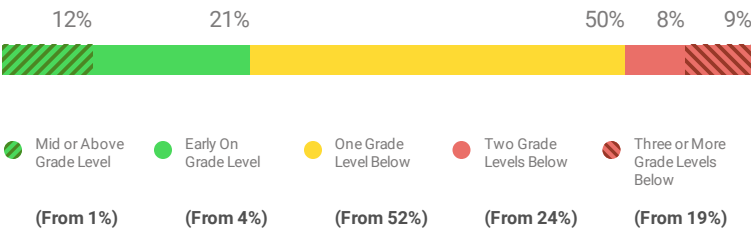
Students Assessed/Total: 369/373

Progress to Annual Typical Growth (Median)



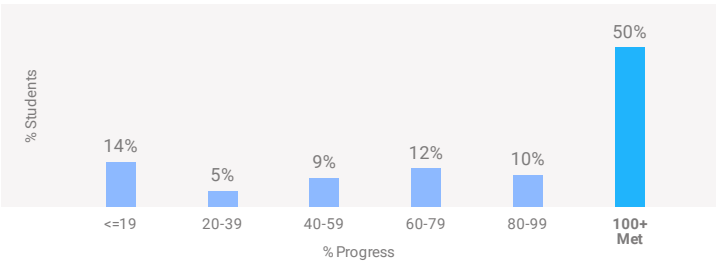
The median percent progress towards Typical Growth for this school is 100%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

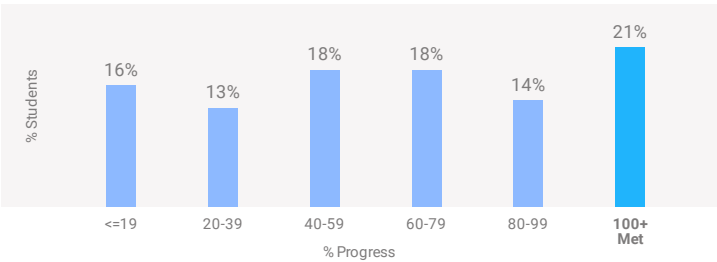


Mid or Above Grade Level (From 1%) Early On Grade Level (From 4%) One Grade Level Below (From 52%) Two Grade Levels Below (From 24%) Three or More Grade Levels Below (From 19%)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

School

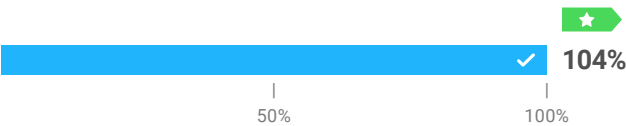
Showing 2 of 2

School	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Elem School 2	97%	48%	64%	22%	63%	288/290
GCS2-Gabriella Charter Middle School	117%	57%	57%	17%	56%	81/83

School Group	GCS 2
School	All Schools
Subject	Math
Academic Year	2022 - 2023
English Learner	Yes - English Learner
Comparison Diagnostic	Final Diagnostic

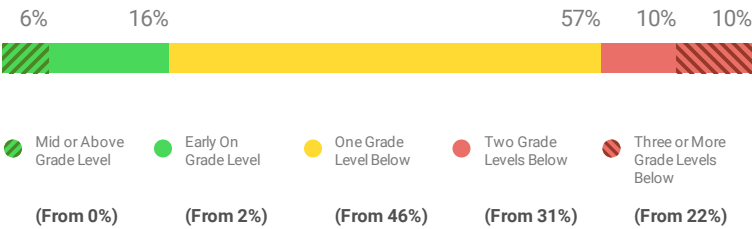
Students Assessed/Total: 124/127

Progress to Annual Typical Growth (Median)

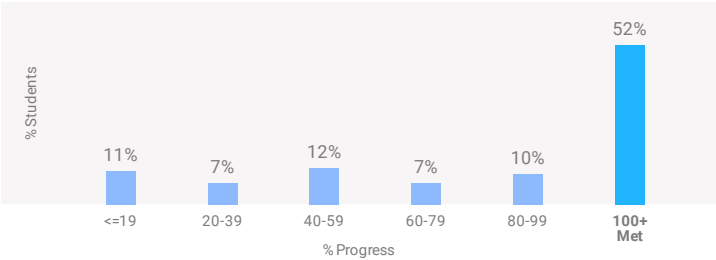


The median percent progress towards Typical Growth for this school is 104%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

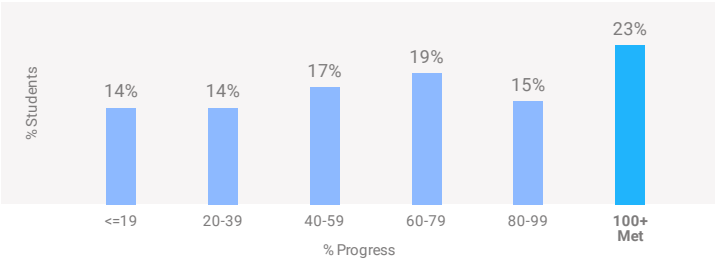
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

School

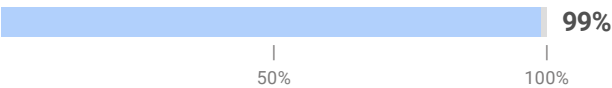
Showing 2 of 2

School	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Elem School 2	97%	49%	65%	24%	56%	111/113
GCS2-Gabriella Charter Middle School	173%	77%	76%	8%	69%	13/14

School Group	GCS 2
School	All Schools
Subject	Math
Academic Year	2022 - 2023
Hispanic or Latino	Yes - Hispanic or Latino
Comparison Diagnostic	EOY Diagnostic

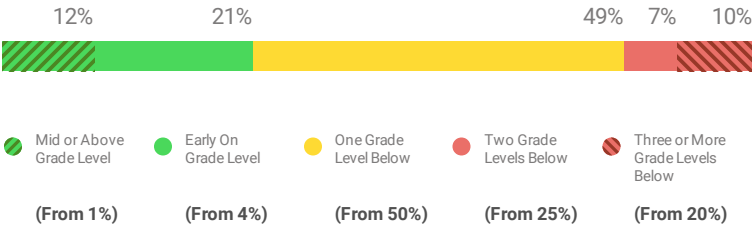
Students Assessed/Total: 324/327

Progress to Annual Typical Growth (Median)

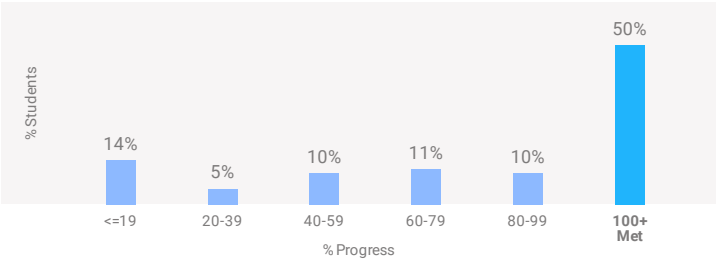


The median percent progress towards Typical Growth for this school is 99%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

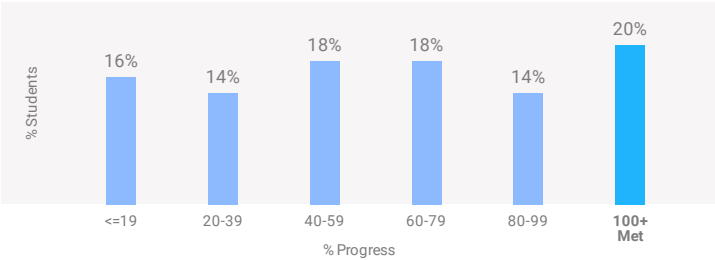
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

School

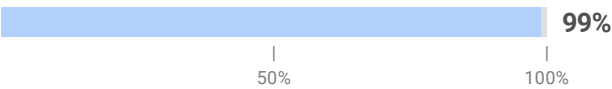
Showing 2 of 2

School	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Elem School 2	97%	48%	61%	21%	65%	251/252
GCS2-Gabriella Charter Middle School	117%	56%	55%	16%	56%	73/75

School Group	GCS 2
School	All Schools
Subject	Math
Academic Year	2022 - 2023
Economically Disadvantaged	Yes - Economically Disadvantaged
Comparison Diagnostic	Final Diagnostic

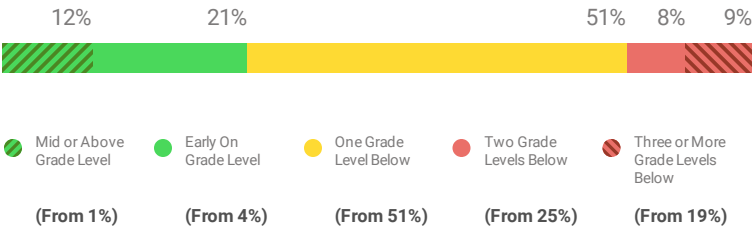
Students Assessed/Total: 356/359

Progress to Annual Typical Growth (Median)

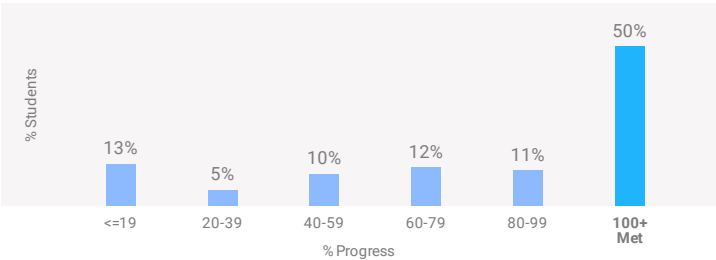


The median percent progress towards Typical Growth for this school is 99%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

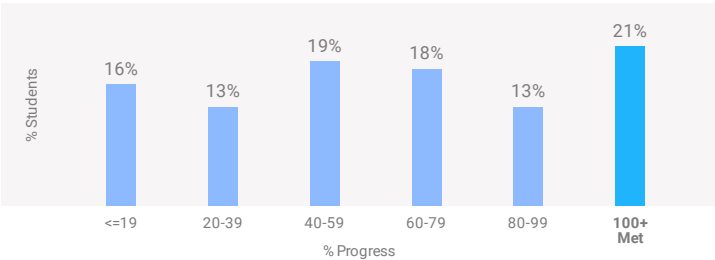
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

School

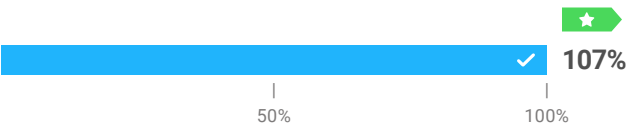
Showing 2 of 2

School	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Elem School 2	97%	48%	62%	22%	63%	278/280
GCS2-Gabriella Charter Middle School	117%	56%	56%	17%	55%	78/79

School Group	GCS 2
School	All Schools
Subject	Math
Academic Year	2022 - 2023
Special Education	Yes - Special Education
Comparison Diagnostic	Final Diagnostic

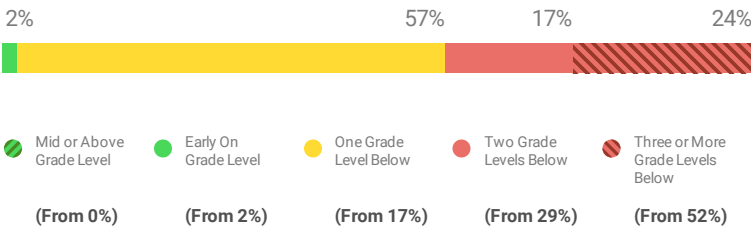
Students Assessed/Total: 42/43

Progress to Annual Typical Growth (Median)

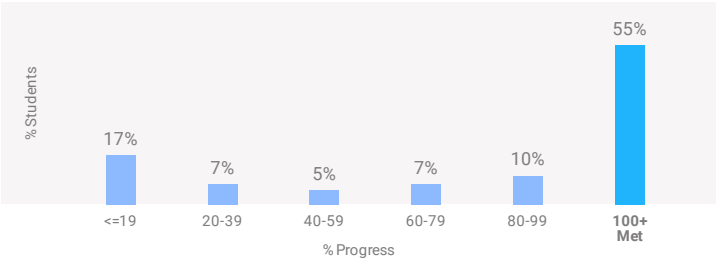


The median percent progress towards Typical Growth for this school is 107%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

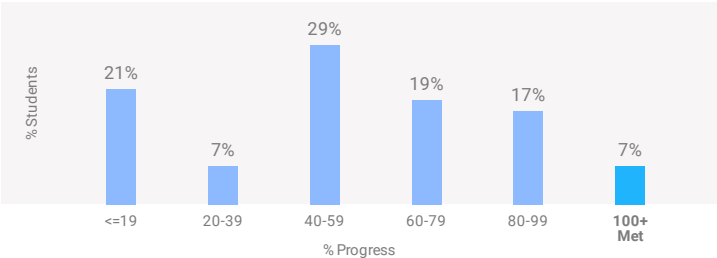
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

School

Showing 2 of 2

School	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Elem School 2	107%	54%	59%	4%	58%	26/27
GCS2-Gabriella Charter Middle School	107%	56%	48%	13%	63%	16/16

ATTACHMENT D



LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report
 DESEGREGATION IMPACT STATEMENT (DIS)
 GABRIELLA CHARTER 2
 BOARD OF EDUCATION REPORT 094 – 24/25
 November 19, 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 468 students in grades TK-8 in each year of the charter term.

II. Summary Description of Current District Practice:

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

III. Proposed Change:

The approval of this charter petition would renew the charter of Gabriella Charter 2 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.

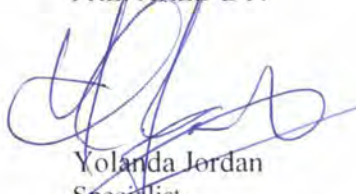
V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:

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:


 Yolanda Jordan
 Specialist
 Charter Schools Division

APPROVED BY:


 KEITH H. ABRAHAMS, III
 Executive Director
 Student Integration Services

[Return to Order of Business](#)

TAB 27



Board of Education Report

File #: Rep-095-24/25, Version: 1

Approval of the Renewal Petition for Monseñor Oscar Romero Charter Middle [PUBLIC HEARING] November 19, 2024 Charter Schools Division

Action Proposed:

Approve the renewal petition for Monseñor Oscar Romero Charter Middle (“Charter School”), with benchmarks in the area of academics, located in Board District 5 and Region West, for five (5) years, beginning July 1, 2025 until June 30, 2030, to serve up to 375 students in grades 6-8 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:

Monseñor Oscar Romero Charter Middle is a 6-8 school currently serving 298 students on a lease on a District facility at 2670 W. 11th Street, Los Angeles, CA 90006 (on the campus of Berendo Middle School) in Board District 5 and Region West. Monseñor Oscar Romero Charter Middle was originally approved by the LAUSD Board of Education on May 22, 2007. On September 20, 2016, the charter school was renewed for a five-year term to serve 375 students in grades 6-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Monseñor Oscar Romero Charter Middle expires June 30, 2025.

On August 22, 2024, Monseñor Oscar Romero Charter Middle submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through November 20, 2024.

An initial Public Hearing was held on September 10, 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 Monseñor Oscar Romero Charter Middle 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. 095, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of

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 - Monseñor Oscar Romero Charter Middle Data Set
Attachment C - Verified Data Reports
Attachment D - Desegregation Impact Statement

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

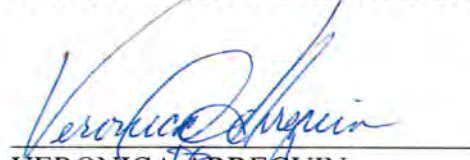
[≤https://drive.google.com/drive/folders/1uFo89XOdSRb5u7KbygKNXmsW5x2VLrj7?usp=drive_link>](https://drive.google.com/drive/folders/1uFo89XOdSRb5u7KbygKNXmsW5x2VLrj7?usp=drive_link)

Informatives:

Not applicable

Submitted:

10/22/24

RESPECTFULLY SUBMITTED,
ALBERTO M. CARVALHO
Superintendent**APPROVED & PRESENTED BY:**
VERONICA ARREGUIN
Chief Strategy Officer
Office of the Chief Strategy Officer**REVIEWED BY:**
DEVORA NAVERA REED
General Counsel☒ Approved as to form.**APPROVED & PRESENTED BY:**
JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division**REVIEWED BY:**
NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance☒ Approved as to budget impact statement.

STAFF ASSESSMENT AND RECOMMENDATION REPORT

RENEWAL PETITION

Board of Education Report 095-24/25

November 19, 2024

School Name:	Monseñor Oscar Romero Charter Middle		BOARD IS REQUIRED TO TAKE ACTION BY: November 20, 2024
Type of Charter School:	Start-Up Independent Charter School		
Charter Operator	YPI Charter Schools, Inc.		
Location Code:	8196		
Type of Site(s):	Lease on a District Facility		
Site Address(es):	2670 W. 11 th Street, Los Angeles, CA 90006 (at Berendo Middle School)		
Board District(s):	5	Region(s):	West
Grade Levels Served:	6-8	Current Enrollment:	298
Grade Levels Authorized in Current Charter:	6-8	Approved Enrollment in Current Charter:	375
CONSIDERATION:	Renewal		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2024 CLASSIFICATION)	Middle Performing		
STAFF RECOMMENDATION:	Approval with benchmarks for a five (5)- year term (2025-2030)		
PROPOSED BENCHMARKS:	The following benchmarks are proposed for Monseñor Oscar Romero Charter Middle for the 2025-2030 charter term: 1. In each year of the charter term, the school shall demonstrate academic growth in English Language Arts (ELA) for All Students as reported on the California School Dashboard ELA Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level; or achieved a DFS that is equal to or higher than the state average DFS. 2. In each year of the charter term, the school shall demonstrate academic growth in English Language Arts (ELA) for Students with Disabilities as reported on the California School Dashboard ELA Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level or achieved a DFS that is equal to or higher than their respective student group state average DFS. 3. In each year of the charter term, the school shall demonstrate academic growth in English Language Arts (ELA) for the English Learner student group as reported on the California School Dashboard ELA Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured		

PROPOSED BENCHMARKS (CONT.):	by Change Level or achieved a DFS that is equal to or higher than their respective student group state average DFS. 4. In each year of the charter term, the school shall demonstrate academic growth in Math for All Students as reported on the California School Dashboard Math Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level or achieved a DFS that is equal to or higher than the state average DFS. 5. In each year of the charter term, the school shall demonstrate academic growth in Math for Students with Disabilities as reported on the California School Dashboard Math Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level or achieved a DFS that is equal to or higher than their respective student group state average DFS. 6. In each year of the charter term, the school shall demonstrate academic growth in Math for the English Learner student group as reported on the California School Dashboard Math Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level or achieved a DFS that is equal to or higher than their respective student group state average DFS. As part of ongoing oversight, the District will review the charter school's performance at its annual oversight visit to determine any appropriate actions, including consideration of the school's progress upon submission of a renewal petition at the end of the term of the charter.

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Monseñor Oscar Romero Charter Middle ("Charter School"), with benchmarks in the area of academics, located in Board District 5 and Region West, for a term of five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 375 students in grades 6-8 in each year of the charter term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners 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

	Monseñor Oscar Romero Charter Middle
Initial Authorization:	On May 22, 2007, Monseñor Oscar Romero Charter Middle was authorized by the LAUSD Board of Education to serve 400 students in grades 6-8.
Most Recent Renewal	The charter was renewed on September 20, 2016 for a five (5)-year term (July 1, 2017 - June 30, 2022) to serve up to 375 students in grades 6-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Monseñor Oscar Romero Charter Middle expires June 30, 2025.

	Monseñor Oscar Romero Charter Middle
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Monseñor Oscar Romero Charter Middle submitted its renewal petition application on August 22, 2024. The 90-day statutory timeline for Board action on the petition runs through November 20, 2024.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Monseñor Oscar Romero Charter Middle implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Monseñor Oscar Romero Charter Middle participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Monseñor Oscar Romero Charter Middle is operated by YPI Charter 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

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

The school did not attain measurable increases in academic achievement schoolwide and for numerically significant student groups based on the California School Dashboard. However, the charter school provided three years of verified data for All Students demonstrating one year's progress, and 2023-2024 reports for student groups, which also showed one year's progress for all the student groups. Please see the attached Monseñor Oscar Romero Charter Middle Data Set and Verified Data Reports.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels were 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.

Monseñor Oscar Romero Charter Middle Dashboard Indicators

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

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

c. English Language Arts Indicator

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

As noted above, staff is recommending a benchmark in ELA for All Students, and for the English Learner and Students with Disabilities student groups. In order to increase student outcomes in ELA, charter school leaders report providing students with support classes, focusing on writing performance tasks across the curriculum, and creating advisory blocks to provide personalized instruction based on student diagnostic assessments.

Monseñor Oscar Romero Charter Middle - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Low	-63.1	Low	-12.2	Lower
Latino	Met	Low	-63.5	Low	-38.6	Lower
English Learner	Met	Very Low	-105.1	Low	-61.2	Lower
Socioeconomically Disadvantaged	Met	Low	-63.7	Low	-41.4	Lower
Students with Disabilities	Met	Very Low	-117.1	Very Low	-97.3	Lower

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

Monseñor Oscar Romero Charter Middle - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Red	-81.1	-17.9	Orange	-13.6	Lower
Latino	Met	Red	-81.4	-17.9	Orange	-40.2	Lower
English Learner	Met	Red	-119.2	-14.1	Orange	-67.7	Lower
Socioeconomically Disadvantaged	Met	Red	-78.9	-15.2	Orange	-42.6	Lower
Students with Disabilities	Met	Red	-139.0	-22.0	Red	-96.3	Lower

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

d. Math Indicator

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

As noted above, staff is recommending a benchmark in Math for All Students, and for the English Learner and Students with Disabilities student groups. In order to increase student outcomes in Math, charter school leaders report adopting a new Math intervention curriculum and creating advisory blocks to provide personalized instruction based on student diagnostic assessments.

Monseñor Oscar Romero Charter Middle - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Very Low	-115.8	Low	-51.7	Lower
Latino	Met	Very Low	-115.8	Low	-83.4	Lower
English Learner	Met	Very Low	-153.0	Low	-92.0	Lower
Socioeconomically Disadvantaged	Met	Very Low	-117.8	Low	-84.0	Lower
Students with Disabilities	Met	Very Low	-156.2	Very Low	-130.8	Lower

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

Monseñor Oscar Romero Charter Middle - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Red	-126.0	-10.2	Orange	-49.1	Lower
Latino	Met	Red	-125.2	-9.4	Orange	-80.8	Lower
English Learner	Met	Red	-157.0	-4.0	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Red	-125.4	-7.6	Yellow	-80.8	Lower
Students with Disabilities	Met	Red	-171.3	-15.0	Orange	-127.3	Lower

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

e. English Learner Progress Indicator

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

Monseñor Oscar Romero Charter Middle - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	High	61%	Medium	50.3%	Higher

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

Monseñor Oscar Romero Charter Middle - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Orange	45.1%	-15.9%	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 lower than the state for All Students and for all four numerically significant student groups. In 2023 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was higher than the state for All Students and lower for all four numerically significant student groups.

h. Graduation Indicator [HS only]

Not applicable

i. Suspension Rate Indicator

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

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 Monseñor Oscar Romero Charter Middle 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>Unsatisfactory</i>
Concerns	The rating of <i>Developing</i> in 2022-2023 was a result of the school performing lower than the state in the majority of the California School Dashboard indicators. The rating of <i>Unsatisfactory</i> in 2023-2024 was a result of the school performing lower than the state of the California School Dashboard indicators except for the Suspension Rate Indicator. The CSD continues to monitor Monseñor Oscar Romero Charter Middle's performance in this category as part of the annual oversight.

c. Organizational Management, Programs, and Operations

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

d. Fiscal Operations

Oversight Ratings/Concerns	
2022-2023	<i>Proficient</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.

ELA

Charter School provided data for Reading from “i-Ready K-8 by Curriculum Associates” (i-Ready) *Diagnostic Growth* report for 2021-2022, 2022-2023, and 2023-2024 “Final Diagnostic” for All Students and 2023-2024 “Final Diagnostic” reports for the following student groups¹: Latino, English Learner, Socioeconomically Disadvantaged, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

Per Education Code section 47607.2 (c)(2), the State Board of Education established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready’s publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 277 students were assessed in Reading and 279 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2023-2024 assessment data appears to include at least 95% of eligible students.

For Reading, the 2023-2024 i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 200%. Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, “Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers.” Therefore, based on i-Ready’s Median Progress to Typical Growth targets² to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation “that schools that achieve a year’s worth of growth, adjusted for error, have exhibited sufficient growth,” Charter School met for All Students in Reading in 2023-2024.

As seen in the table below, Charter School provided the most recent data for four student groups and all four student groups demonstrated one year’s progress based on i-Ready’s Median Progress to Typical Growth Targets in 2023-2024.

i-Ready Diagnostic Growth Reading 2023-2024				
Student Groups	Number of Students Tested	i-Ready Growth Target	Reading: Progress to Annual Typical Growth (Median)	One Year’s Progress
All Students Grade 6-8	277	Grades 6-8: 45%	200%	Met
Latino	260	Grades 6-8: 45%	200%	Met
English Learner	184	Grades 6-8: 45%	194%	Met
Socioeconomically Disadvantaged	249	Grades 6-8: 45%	206%	Met
Students with Disabilities	35	Grades 6-8: 45%	241%	Met

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

Charter School also submitted verified data using i-Ready for the 2021-2022 and 2022-2023 school years. Based on i-Ready’s prior Typical Growth target of 50% of the students making 100% Typical Growth,

¹ Student group names that appear on the report may be different than names on the CA Dashboard and/or (e.g., “Students with Disabilities” will be labeled as “Special Education” on i-Ready reports).

² In 2023, Curriculum Associates revised typical growth targets in Reading to be 75% in Grades K-5 and 45% in Grades 6-8.

Charter School met the one year's progress for All Students for both years. Charter School submitted only one year (2023-2024) of i-Ready verified data disaggregated by student groups. Charter school leaders explained that due to an incompatibility between i-Ready and the school's student information system used in 2021-2022 and 2022-2023, the charter school could not provide i-Ready Diagnostic Growth reports disaggregated by student groups for those years. This issue was noted during the CSD's annual oversight visits in those years. The charter school moved to a different student information system for 2023-2024.

MATH

Charter School provided data for Math from an "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2021-2022, 2022-2023, and 2023-2024 "Final Diagnostic" for All Students and 2023-2024 "Final Diagnostic" reports for the following student groups³: Latino, English Learner, Socioeconomically Disadvantaged, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

Per Education Code section 47607.2 (c)(2), the State Board of Education established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready's publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 279 students were assessed in Math and 284 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2023-2024 assessment data appears to include at least 95% of eligible students.

For Math, 2023-2024 the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 150%. Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, "Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers." Therefore, based on i-Ready's Median Progress to Typical Growth targets⁴ to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth," Charter School met for All Students in Math in 2023-2024.

As seen in the table below, Charter School provided the most recent data for four student groups and all four student groups demonstrated one year's progress based on i-Ready's Median Progress to Typical Growth Targets in 2023-2024.

i-Ready Diagnostic Growth Math 2023-2024				
Student Groups	Number of Students Tested	i-Ready Growth Target	Math: Progress to Annual Typical Growth (Median)	One Year's Progress
All Students Grade 6-8	279	Grades 6-8: 60%	150%	Met
Latino	262	Grades 6-8: 60%	150%	Met
English Learner	185	Grades 6-8: 60%	154%	Met

³ Student group names that appear on the report may be different than names on the CA Dashboard and/or data set (e.g., "Students with Disabilities" will be labeled as "Special Education" on i-Ready reports).

⁴ i-Ready Median Progress to Typical Growth targets in Math are 80% in Grades K-5 and 60% in Grades 6-8.

i-Ready Diagnostic Growth Math 2023-2024				
Student Groups	Number of Students Tested	i-Ready Growth Target	Math: Progress to Annual Typical Growth (Median)	One Year's Progress
Socioeconomically Disadvantaged	249	Grades 6-8: 60%	162%	Met
Students with Disabilities	35	Grades 6-8: 60%	233%	Met

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

Charter School also submitted verified data using i-Ready for the 2021-2022 and 2022-2023 school year. Based on i-Ready's prior Typical Growth target of 50% of the students making 100% Typical Growth, Charter School met the one year's progress for All Students for both years. Charter School submitted only one year (2023-2024) of i-Ready verified data disaggregated by student groups. Charter school leaders reported that i-Ready Diagnostic Growth reports disaggregated by student groups for 2021-2022 and 2022-2023 could not be generated due to the incorrect coding of student demographic information which occurred in 2021 when the charter school transitioned from one Student Information System (SIS) to another. The charter school has shared that the issue was corrected in 2023 which allowed for the charter school to submit i-Ready Diagnostic Growth reports disaggregated by student groups in 2023-2024.

Based on the review and consideration of verified data, Monseñor Oscar Romero Charter Middle included three years of data schoolwide and one year of data for student group reports (Latino, English Learner, Socioeconomically Disadvantaged, and Special Education) for both ELA and Math. In 2021-2022, 2022-2023 and 2023-2024, Monseñor Oscar Romero Charter Middle appears to have met 95 percent participation rate for schoolwide and all numerically significant student groups.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Monseñor Oscar Romero Charter Middle's fiscal condition is positive.

	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Unaudited Actuals)
Net Assets	\$22,855,906	\$22,623,552	\$22,168,949	\$22,113,811	\$21,872,551
Net Income/Loss*	(\$426,711)	(\$232,354)	(\$454,603)	(\$55,138)	(\$241,260)
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Norm Enrollment**	357	318	295	280	272

*Per the charter operator, the operating losses reported from Fiscal Years 2019-2020 through 2023-2024 were primarily due to non-cash depreciation expenses related to the Proposition 1D property the charter school is using (i.e., \$819,474, \$819,732, \$820,844, \$801,842, and \$785,860 for the respective

years). When excluding these depreciation expenses, the school would have resulted in net operating income for the corresponding years.

**YPI Charter Schools, Inc. 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

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.

YPI Charter 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	\$26,037,771	\$28,447	\$0	\$0

Monsenor Oscar Romero Charter Middle

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	2	8196	Monsenor Oscar Romero Charter Middle	All Students	271	-63.1	Low	-12.2	Low	Lower	264	Red	-81.1	-17.9	Declined Significantly	Orange	-13.6	-1.4	Maintained	Lower
				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	0	--	--	-57.7	Low	--	*	No Color	--	--	No Change Level	Orange	-59.6	-2	Maintained	--
				English Learner	130	-105.1	Very Low	-61.2	Low	Lower	133	Red	-119.2	-14.1	Declined	Orange	-67.7	-6.5	Declined	Lower
				Filipino	*	-	No Performance Level	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	--	0	--	--	--	--	Orange	-67.9	-5	Declined	--
				Latino	270	-63.5	Low	-38.6	Low	Lower	258	Red	-81.4	-17.9	Declined Significantly	Orange	-40.2	-1.7	Maintained	Lower
				Native Hawaiian or Pacific Islander	0	--	--	-29.1	Low	--	0	--	--	--	--	Orange	-32.5	-3.4	Declined	--
				Socioeconomically Disadvantaged	258	-63.7	Low	-41.4	Low	Lower	242	Red	-78.9	-15.2	Declined Significantly	Orange	-42.6	-1.2	Maintained	Lower
				Students with Disabilities	35	-117.1	Very Low	-97.3	Very Low	Lower	36	Red	-139.0	-22	Declined Significantly	Red	-96.3	1.8	Maintained	Lower
				Two or More Races	0	--	--	25.1	High	--	0	--	--	--	--	Green	24.3	-0.8	Maintained	--
				White	0	--	--	21.9	High	--	*	No Color	--	--	--	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%	--	--	--	99%	100%	100%	--	99%	--	99%	100%	--	--
Participation Rate Met 2022 *	Yes	--	--	--	Yes	Yes	Yes	--	Yes	--	Yes	Yes	--	--
Percent of students tested in 2023	99%	--	--	100%	100%	--	--	--	99%	--	99%	100%	--	100%
Participation Rate Met 2023	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

Monsenor Oscar Romero Charter Middle

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	2	8196	Monsenor Oscar Romero Charter Middle	All Students	270	-115.8	Very Low	-51.7	Low	Lower	264	Red	-126.0	-10.2	Declined	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	0	--	--	-106.9	Very Low	--	*	No Color	--	--	No Change Level	Red	-104.5	2.6	Maintained	--
				English Learner	130	-153.0	Very Low	-92.0	Low	Lower	132	Red	-157.0	-4.0	Declined	Orange	-93.4	-1.4	Maintained	Lower
				Filipino	*	-	No Performance Level	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	--	0	--	--	--	--	Red	-101.3	0.5	Maintained	--
				Latino	269	-115.8	Very Low	-83.4	Low	Lower	258	Red	-125.2	-9.4	Declined	Orange	-80.8	2.6	Maintained	Lower
				Native Hawaiian or Pacific Islander	0	--	--	-71.3	Low	--	0	--	--	--	--	Orange	-71.3	0.0	Maintained	--
				Socioeconomically Disadvantaged	257	-117.8	Very Low	-84.0	Low	Lower	242	Red	-125.4	-7.6	Declined	Yellow	-80.8	3.2	Increased	Lower
				Students with Disabilities	34	-156.2	Very Low	-130.8	Very Low	Lower	36	Red	-171.3	-15.0	Declined	Orange	-127.3	5.5	Increased	Lower
				Two or More Races	0	--	--	-9.9	Medium	--	0	--	--	--	--	Yellow	-7.4	2.5	Maintained	--
				White	0	--	--	-13.4	Medium	--	*	No Color	--	--	--	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%	--	99%	--	99%	100%	--	--
Participation Rate Met 2022 *	Yes	--	--	--	Yes	Yes	Yes	--	Yes	--	Yes	Yes	--	--
Percent of students tested in 2023	99%	--	--	100%	99%	--	--	--	99%	--	99%	100%	--	100%
Participation Rate Met 2023	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

Monsenor Oscar Romero Charter Middle

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	2	8196	Monsenor Oscar Romero Charter Middle	English Learner	100	61.0%	High	50.3%	Medium	Higher	102	Orange	45.1%	-15.9%	Declined 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	114	114	100.0%	Yes
2023	113	110	98.2%	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		
Monsenor Oscar Romero Charter Middle		State
ELs Who Progressed at Least One ELPI Level	55.0%	47.5%
ELs Who Maintained ELPI Level 4	6.0%	2.8%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	27.0%	31.4%
ELs Who Decreased at Least One ELPI Level	12.0%	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		
Monsenor Oscar Romero Charter Middle		State
ELs Who Progressed at Least One ELPI Level	39.6%	46.4%
ELs Who Maintained ELPI Level 4	5.0%	2.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	25.7%	32.7%
ELs Who Decreased at Least One ELPI Level	29.7%	18.6%

Monsenor Oscar Romero Charter Middle

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/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/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	2	8196	Monsenor Oscar Romero Charter Middle	All Students	303	20.1%	Very High	30.0%	Very High	Lower	290	Red	24.8%	4.7%	Increased Significantly	Yellow	24.3%	-5.7	Declined Significantly	Higher
				American Indian or Alaska Native	0	--	--	42.9%	Very High	--	0	--	--	--	--	Yellow	36.1%	-6.8	Declined Significantly	--
				Asian	0	--	--	11.5%	High	--	0	--	--	--	--	Yellow	10.1%	-1.4	Declined	--
				Black or African American	0	--	--	42.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	36.4%	-6.5	Declined Significantly	--
				English Learner	122	21.3%	Very High	33.6%	Very High	Lower	118	Red	24.6%	3.3%	Increased	Yellow	26.3%	-7.3	Declined Significantly	Lower
				Filipino	*	--	No Performance Level	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	0	--	--	45.1%	Very High	--	0	--	--	--	--	Yellow	38.7%	-6.4	Declined Significantly	--
				Latino	301	20.3%	Very High	35.8%	Very High	Lower	283	Red	24.7%	4.5%	Increased Significantly	Yellow	28.4%	-7.4	Declined Significantly	Lower
				Native Hawaiian or Pacific Islander	0	--	--	43.9%	Very High	--	0	--	--	--	--	Yellow	37.6%	-6.3	Declined Significantly	--
				Socioeconomically Disadvantaged	287	19.9%	High	37.4%	Very High	Lower	263	Red	25.1%	5.2%	Increased Significantly	Yellow	29.9%	-7.5	Declined Significantly	Lower
				Students with Disabilities	37	18.9%	High	39.6%	Very High	Lower	38	Red	28.9%	10.0%	Increased	Yellow	33.1%	-6.5	Declined Significantly	Lower
				Two or More Races	*	--	No Performance Level	25.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	21.6%	-3.5	Declined Significantly	--
				White	0	--	--	21.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	18.5%	-3.5	Declined Significantly	--

Data Sources: California School Dashboard Research data files 2023

Monsenor Oscar Romero Charter Middle

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	2	8196	Monsenor Oscar Romero Charter Middle	All Students	308	2.3%	Medium	3.1%	Medium	Lower	296	Green	0.7%	-1.6%	Declined	Orange	3.5%	0.4%	Increased	Lower
				American Indian or Alaska Native	0	--	--	6.4%	High	--	0	--	--	--	--	Orange	7.4%	1.0%	Increased	--
				Asian	0	--	--	0.9%	Very Low	--	0	--	--	--	--	Green	1.1%	0.2%	Maintained	--
				Black or African American	0	--	--	7.9%	High	--	*	No Color	--	--	No Change Level	Red	8.8%	0.9%	Increased	--
				English Learner	126	2.4%	Medium	3.2%	Medium	Lower	121	Green	1.7%	-0.7%	Declined	Orange	3.7%	0.5%	Increased	Lower
				Filipino	*	--	No Performance Level	1.2%	Low	--	0	--	--	--	--	Green	1.3%	0.1%	Maintained	--
				Foster Youth	*	--	No Performance Level	12.4%	Very High	--	0	--	--	--	--	Red	13.6%	1.2%	Increased	--
				Homeless Youth	0	--	--	5.5%	High	--	0	--	--	--	--	Orange	6.5%	1.0%	Increased	--
				Latino	306	2.0%	Low	3.3%	Medium	Lower	289	Green	0.7%	-1.3%	Declined	Orange	3.8%	0.5%	Increased	Lower
				Native Hawaiian or Pacific Islander	0	--	--	4.5%	Medium	--	0	--	--	--	--	Orange	4.9%	0.4%	Increased	--
				Socioeconomically Disadvantaged	292	2.4%	Medium	4.0%	Medium	Lower	267	Green	0.7%	-1.6%	Declined	Orange	4.5%	0.5%	Increased	Lower
				Students with Disabilities	37	2.7%	Medium	5.4%	High	Lower	38	Blue	0.0%	-2.7%	Declined	Orange	5.9%	0.5%	Increased	Lower
				Two or More Races	*	--	No Performance Level	2.9%	Medium	--	*	No Color	--	--	No Change Level	Orange	3.3%	0.4%	Increased	--
				White	0	--	--	2.6%	Medium	--	*	No Color	--	--	No Change Level	Yellow	2.9%	0.2%	Maintained	--

Data Sources: California School Dashboard Research data files 2023

Monsenor Oscar Romero Charter Middle

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/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	2	8196	Monsenor Oscar Romero Charter Middle	276	90.6%	0.0%	0.0%	1.4%	2.5%	37.7%	0.7%	0.0%	0.0%	92.8%	0.0%	0.0%	0.0%	92.8%	14.1%	0.0%	2.5%
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	2	8196	Monsenor Oscar Romero Charter Middle	277	89.2%	0.0%	0.0%	0.0%	0.4%	39.7%	0.0%	0.0%	0.0%	97.8%	0.0%	0.0%	0.4%	89.5%	13.0%	0.0%	1.4%
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>

Monsenor Oscar Romero Charter Middle

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	2	8196	Monsenor Oscar Romero Charter Middle	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>

Monsenor Oscar Romero Charter Middle

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	2	8196	Monsenor Oscar Romero Charter Middle	LTEL 6+ Years	39	16.5%	226,535	11.1%	60	27.1%	211,218	18.1%
				At-Risk 4-5 Years	4	1.7%	144,190	7.1%	5	2.3%	136,190	9.6%
				EL 0-3 Years	18	7.6%	505,487	24.8%	15	6.8%	519,652	26.0%
				EL 4+ Years Not At-Risk or LTEL	49	20.8%	236,323	11.6%	24	10.9%	207,773	10.4%
				EL total	110	46.6%	1,112,535	54.5%	104	47.1%	1,074,833	53.8%
				RFEP	126	53.4%	927,723	45.5%	117	52.9%	924,460	46.2%
				Total (Ever)	236	100.0%	2,040,258	100.0%	221	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>

Monsenor Oscar Romero Charter Middle

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	2	8196	Monsenor Oscar Romero Charter Middle	276	39	14.1%
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	2	8196	Monsenor Oscar Romero Charter Middle	277	36	13.0%
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	2	8196	Monsenor Oscar Romero Charter Middle	87.2%	12.8%	4	0	1	0	0	0	0	0	4	0	24	6	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	2	8196	Monsenor Oscar Romero Charter Middle	88.9%	11.1%	2	0	0	0	0	0	1	0	6	0	22	4	0	1
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

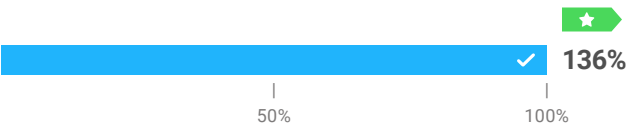
Key			
AUT	Autism	OHI	Other Health Impairment
DB	Deaf-Blindness	OI	Orthopedic Impairment
DEAF	Deafness	SLD	Specific Learning Disability
ED	Emotional Disturbance	SLI	Speech or Language Impairment
EMD	Established Medical Disability	TBI	Traumatic Brain Injury
HOH	Hard of Hearing	VI	Visual Impairment
ID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

School	Monsenor Oscar Romero Charter School
Subject	Reading
Academic Year	2021 - 2022
Comparison Diagnostic	Final Diagnostic

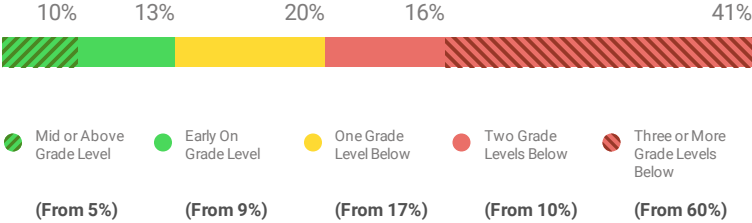
Students Assessed/Total: 282/287

Progress to Annual Typical Growth (Median)



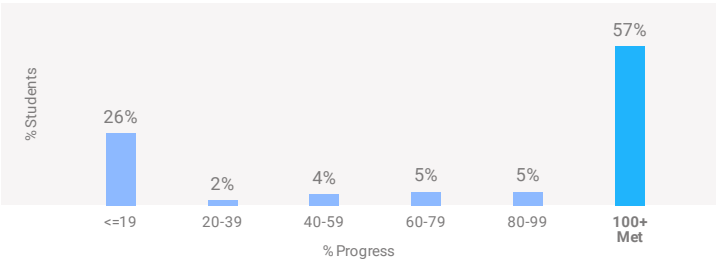
The median percent progress towards Typical Growth for this school is 136%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

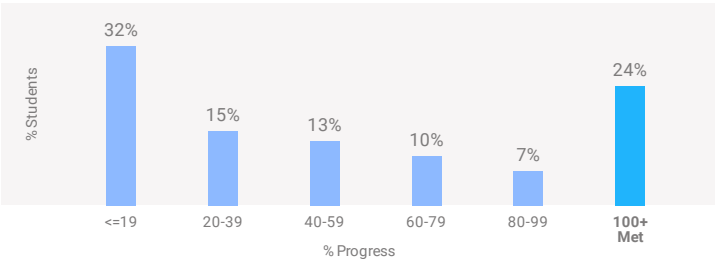


- Mid or Above Grade Level (From 5%)
- Early On Grade Level (From 9%)
- One Grade Level Below (From 17%)
- Two Grade Levels Below (From 10%)
- Three or More Grade Levels Below (From 60%)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

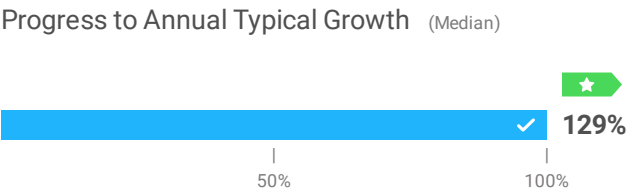
Grade

Showing 3 of 3

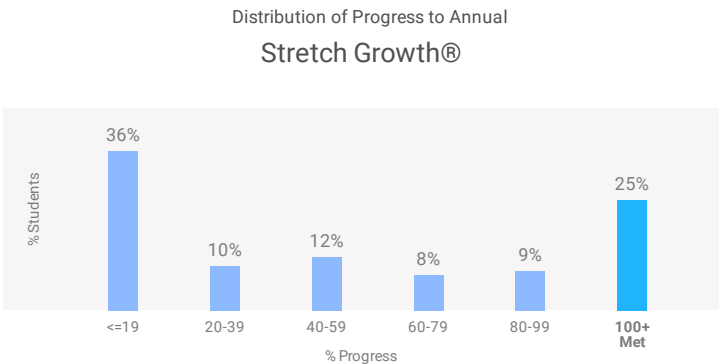
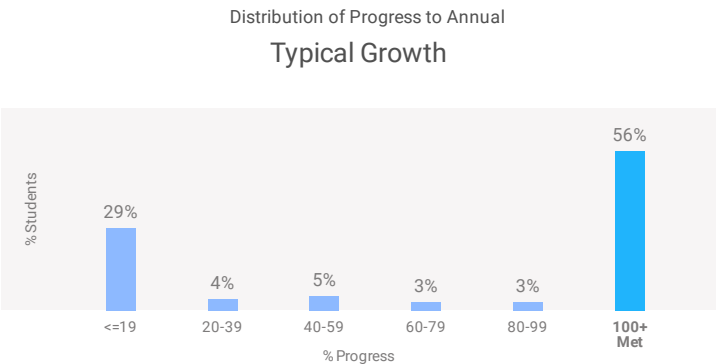
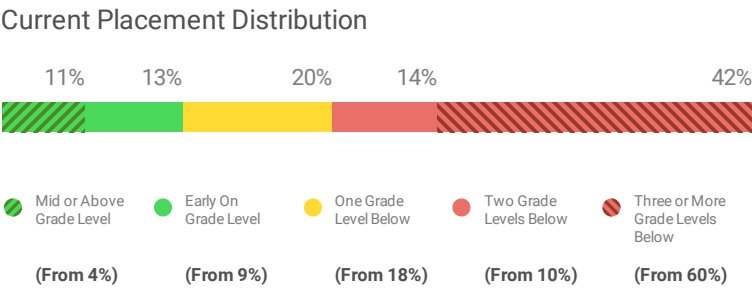
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	118%	57%	46%	22%	59%	86/89
Grade 7	95%	50%	35%	21%	46%	84/85
Grade 8	164%	63%	52%	27%	65%	112/113

School	Monsenor Oscar Romero Charter School
Subject	Reading
Academic Year	2022 - 2023
Comparison Diagnostic	Final Diagnostic

Students Assessed/Total: 277/280



The median percent progress towards Typical Growth for this school is 129%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

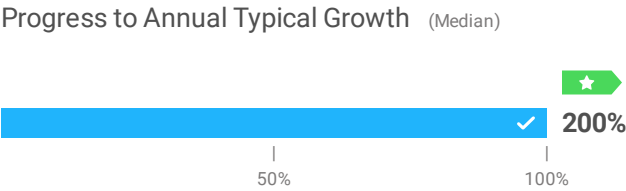
Grade

Showing 3 of 3

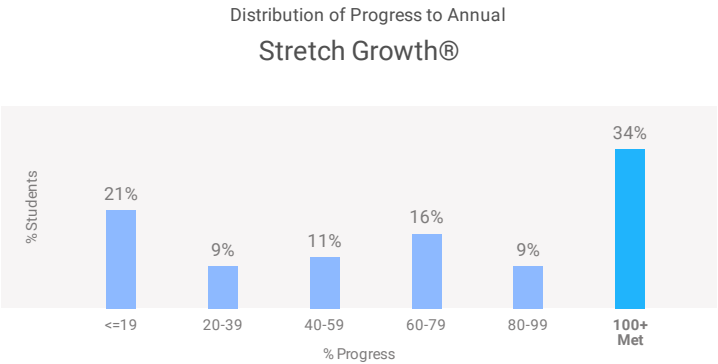
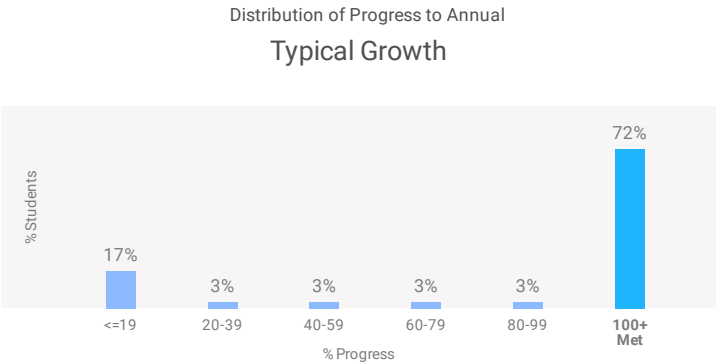
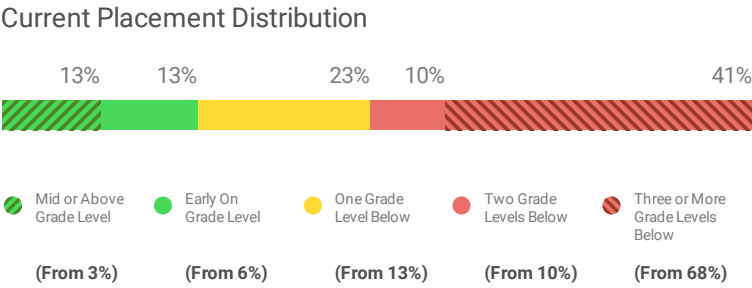
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	150%	60%	55%	32%	57%	93/94
Grade 7	44%	42%	15%	13%	39%	98/100
Grade 8	209%	69%	60%	29%	64%	86/86

School	Monsenor Oscar Romero Charter School
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

Students Assessed/Total: 277/284



The median percent progress towards Typical Growth for this school is 200%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

Grade

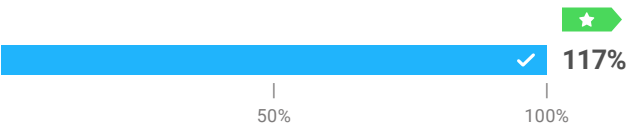
Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	 158%	63%	 63%	34%	61%	71/72
Grade 7	 192%	71%	 68%	30%	73%	100/106
Grade 8	 212%	78%	 74%	37%	78%	106/106

School	Monsenor Oscar Romero Charter School
Subject	Math
Academic Year	2021 - 2022
Comparison Diagnostic	Final Diagnostic

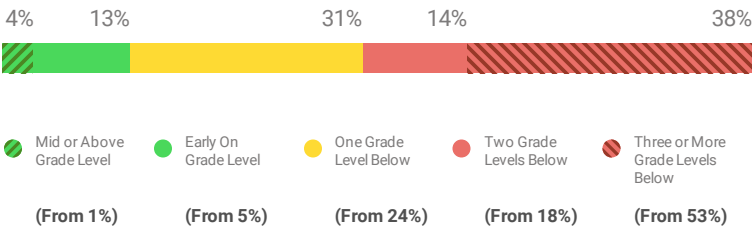
Students Assessed/Total: 284/287

Progress to Annual Typical Growth (Median)

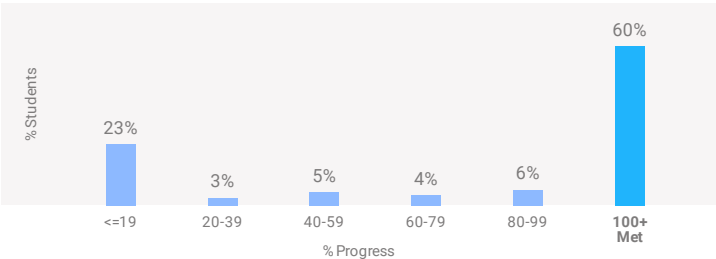


The median percent progress towards Typical Growth for this school is 117%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

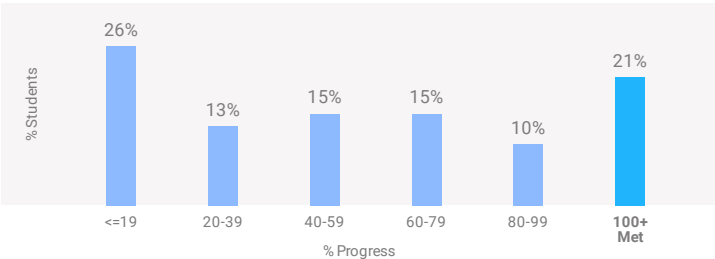
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

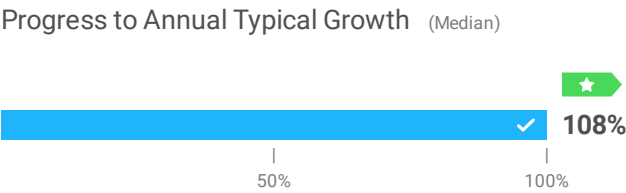
Grade

Showing 3 of 3

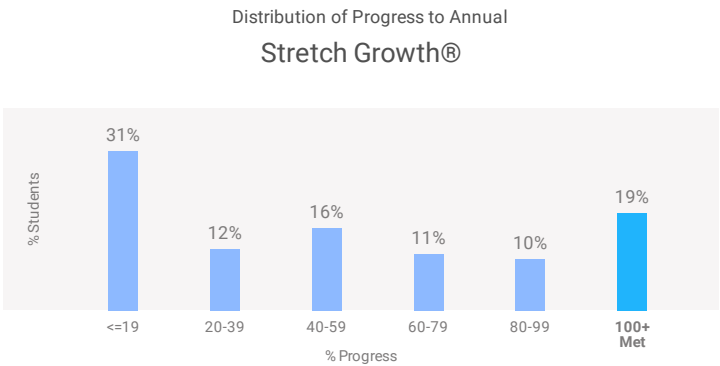
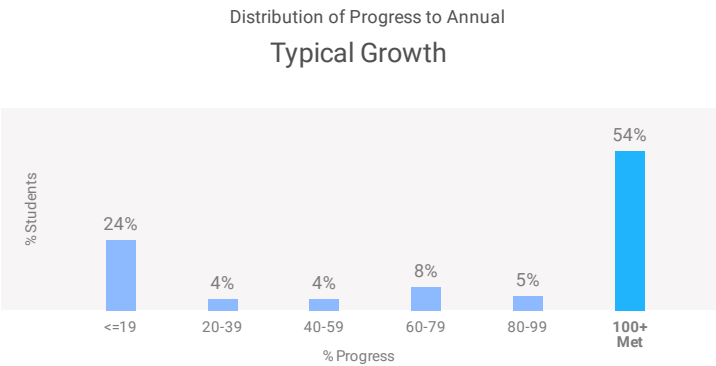
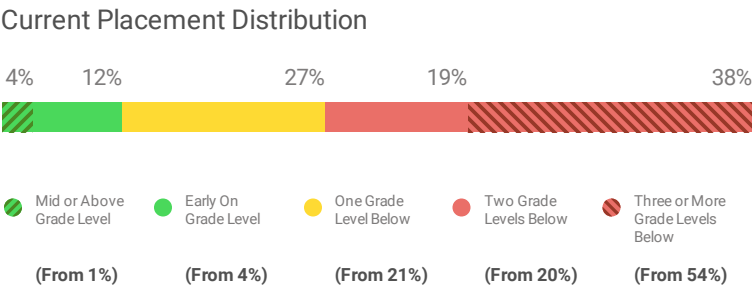
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	133%	64%	63%	22%	62%	87/89
Grade 7	108%	57%	50%	13%	58%	84/85
Grade 8	117%	58%	45%	27%	55%	113/113

School	Monsenor Oscar Romero Charter School
Subject	Math
Academic Year	2022 - 2023
Comparison Diagnostic	Final Diagnostic

Students Assessed/Total: 277/280



The median percent progress towards Typical Growth for this school is 108%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

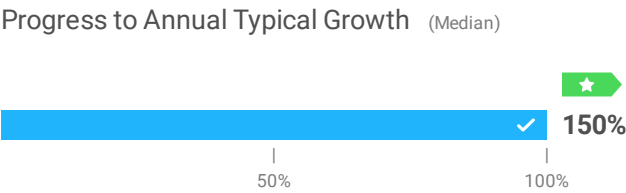
Grade

Showing 3 of 3

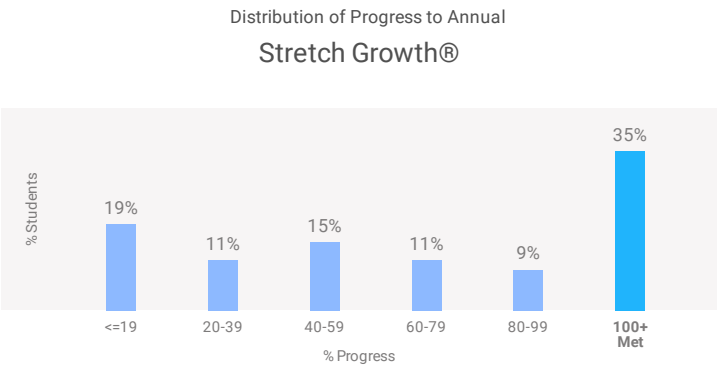
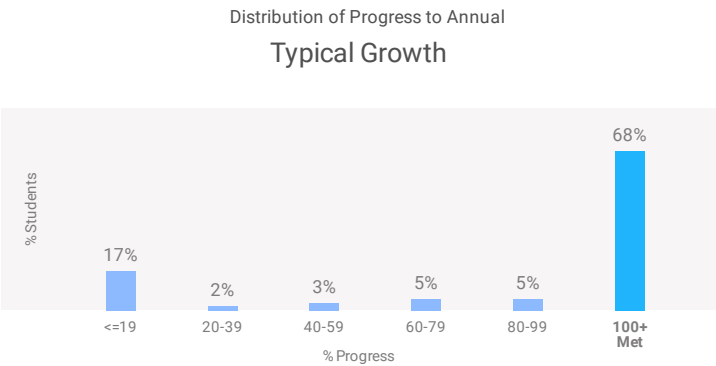
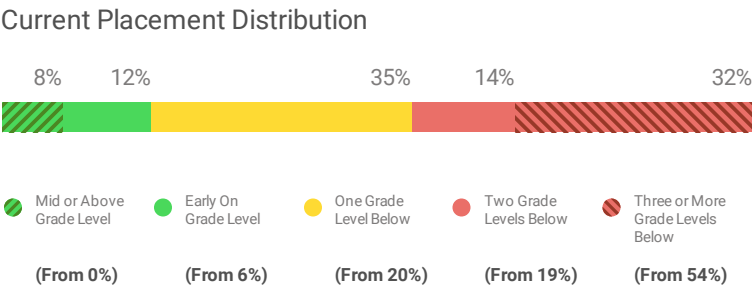
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	 93%	48%	 43%	15%	60%	93/94
Grade 7	 96%	50%	 42%	14%	56%	98/100
Grade 8	 138%	64%	 55%	30%	63%	86/86

School	Monsenor Oscar Romero Charter School
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

Students Assessed/Total: 279/284



The median percent progress towards Typical Growth for this school is 150%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

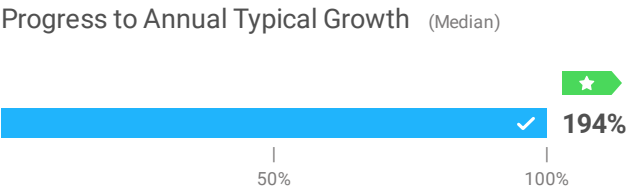
Grade

Showing 3 of 3

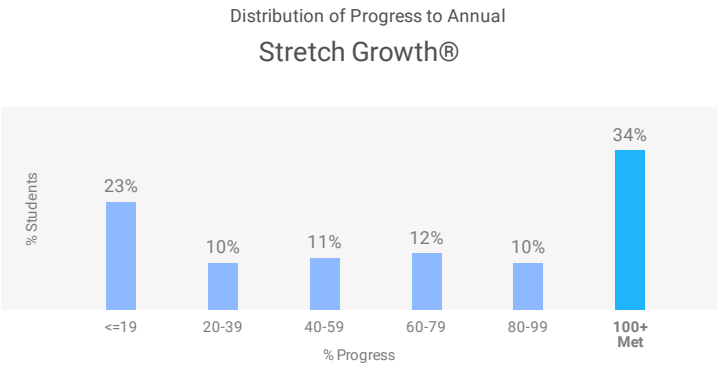
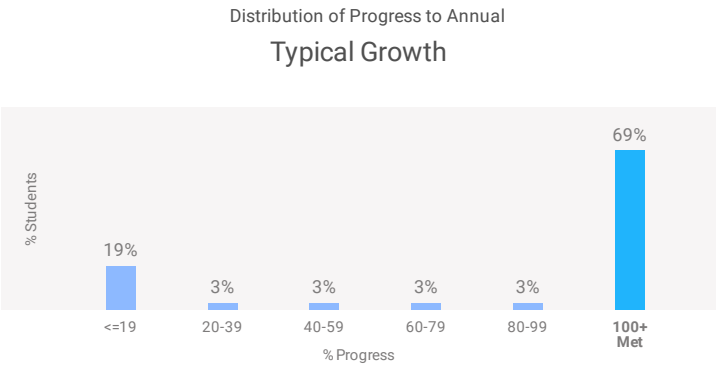
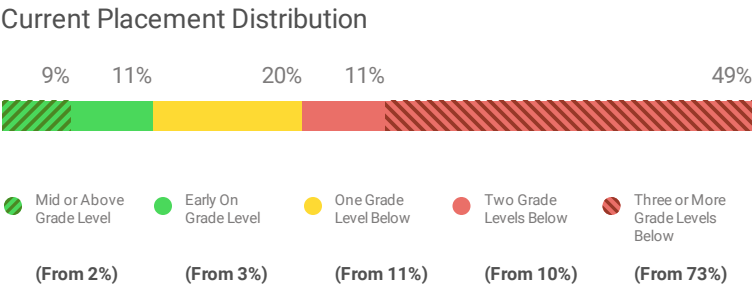
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	164%	73%	77%	34%	72%	71/72
Grade 7	146%	63%	66%	35%	69%	102/106
Grade 8	159%	70%	65%	35%	72%	106/106

School	Monsenor Oscar Romero Charter School
Subject	Reading
Academic Year	2023 - 2024
English Learner	Yes - English Learner
Comparison Diagnostic	Final Diagnostic

Students Assessed/Total: 184/190



The median percent progress towards Typical Growth for this school is 194%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

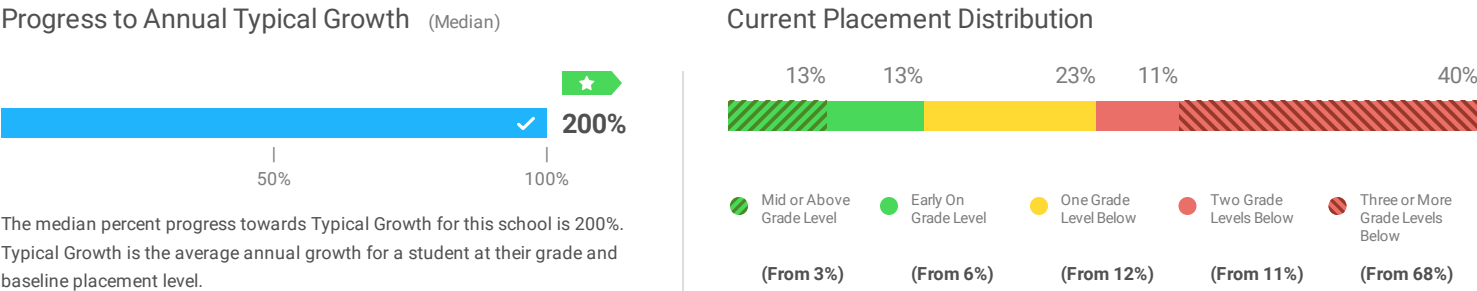
Grade

Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	158%	64%	63%	33%	61%	67/68
Grade 7	192%	69%	70%	35%	69%	54/59
Grade 8	206%	75%	74%	33%	76%	63/63

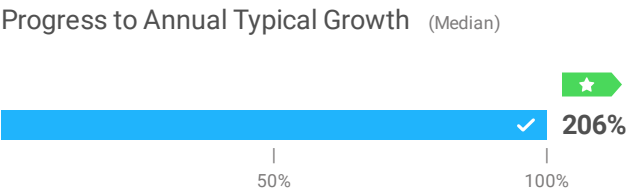
School	Monsenor Oscar Romero Charter School
Subject	Reading
Academic Year	2023 - 2024
Hispanic or Latino	Yes - Hispanic or Latino
Comparison Diagnostic	Final Diagnostic

Students Assessed/Total: 260/267

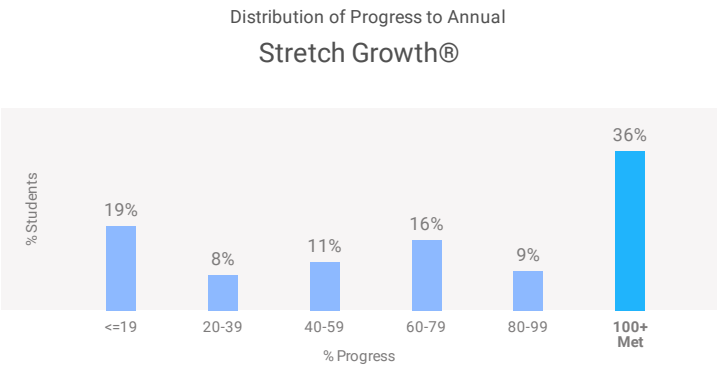
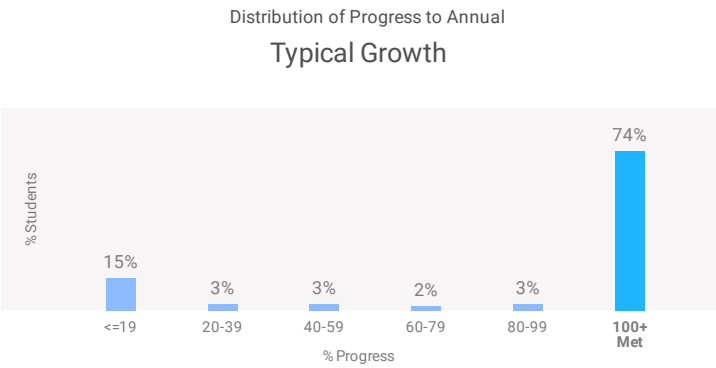
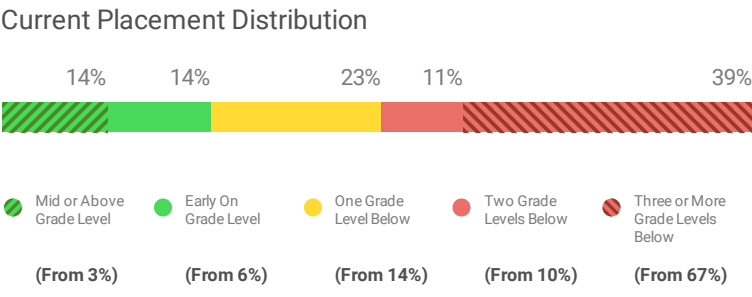


School	Monsenor Oscar Romero Charter School
Subject	Reading
Academic Year	2023 - 2024
Economically Disadvantaged	Yes - Economically Disadvantaged
Comparison Diagnostic	Final Diagnostic

Students Assessed/Total: 249/250



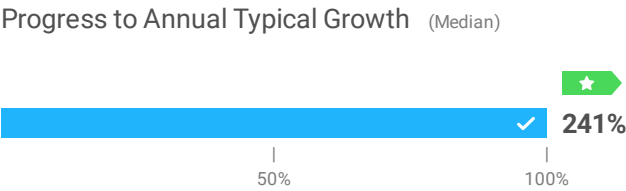
The median percent progress towards Typical Growth for this school is 206%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



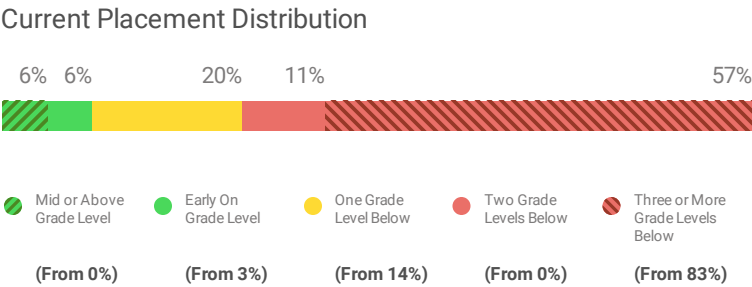
Choose to Show Results By						
Grade						
						Showing 3 of 3
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	200%	70%	73%	38%	67%	63/63
Grade 7	200%	72%	73%	32%	76%	90/91
Grade 8	217%	79%	74%	38%	78%	96/96

School	Monsenor Oscar Romero Charter School
Subject	Reading
Academic Year	2023 - 2024
Special Education	Yes - Special Education
Comparison Diagnostic	Final Diagnostic

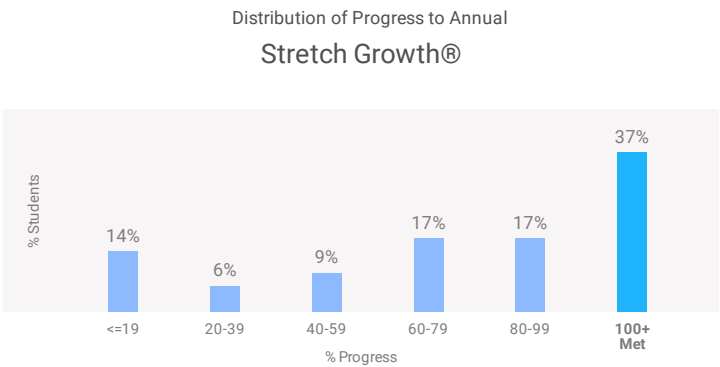
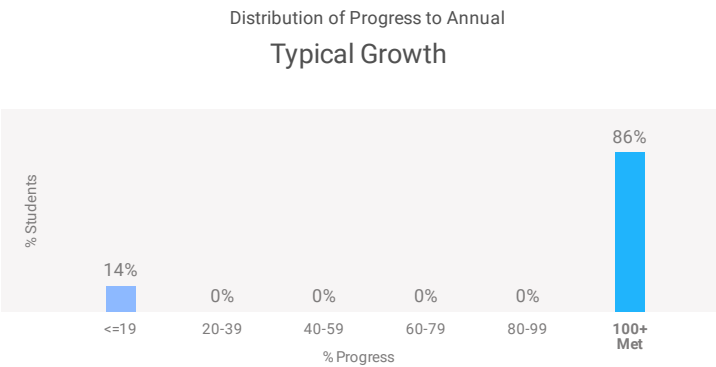
Students Assessed/Total: 35/35



The median percent progress towards Typical Growth for this school is 241%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Mid or Above Grade Level (From 0%)
Early On Grade Level (From 3%)
One Grade Level Below (From 14%)
Two Grade Levels Below (From 0%)
Three or More Grade Levels Below (From 83%)



Choose to Show Results By

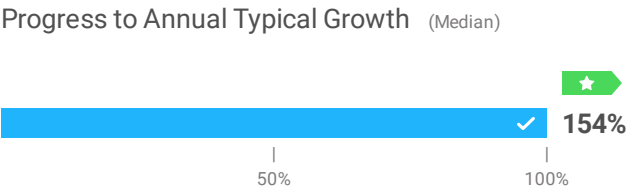
Grade

Showing 3 of 3

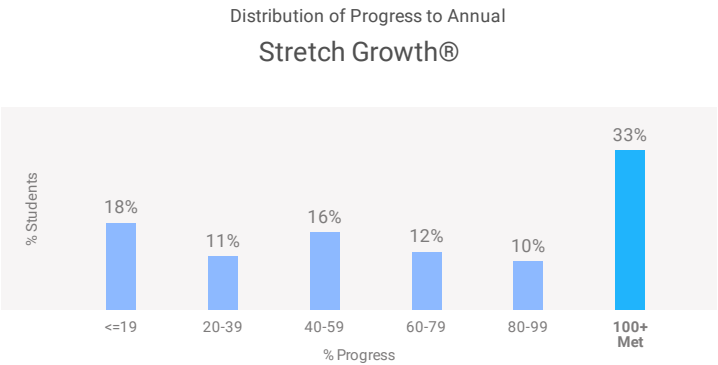
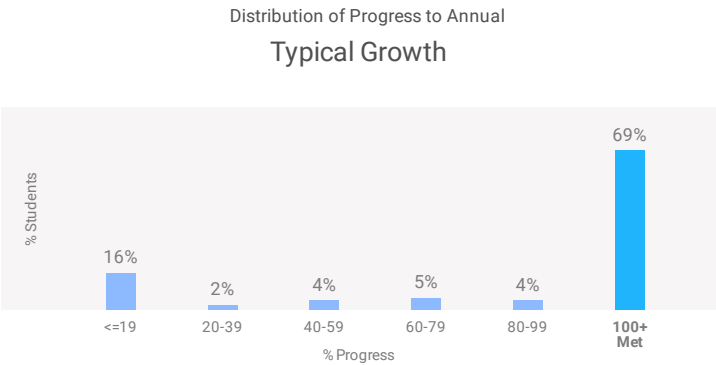
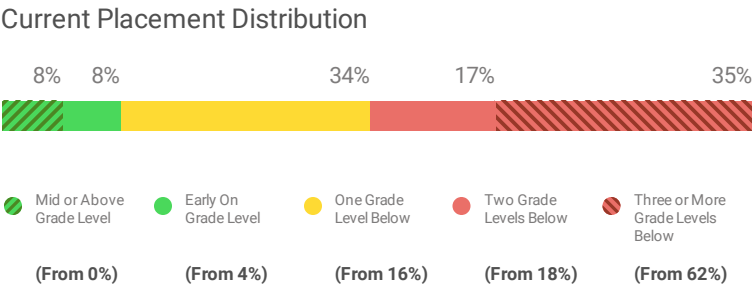
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6						
Grade 7	241%	94%	82%	41%	82%	17/17
Grade 8	233%	79%	84%	29%	79%	14/14

School	Monsenor Oscar Romero Charter School
Subject	Math
Academic Year	2023 - 2024
English Learner	Yes - English Learner
Comparison Diagnostic	Final Diagnostic

Students Assessed/Total: 185/190



The median percent progress towards Typical Growth for this school is 154%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

Grade

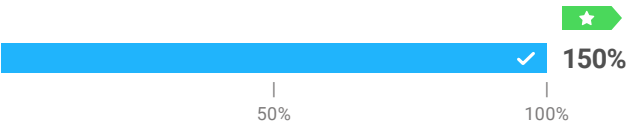
Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	 157%	72%	 77%	33%	72%	67/68
Grade 7	 131%	62%	 59%	27%	75%	55/59
Grade 8	 183%	73%	 71%	38%	76%	63/63

School	Monsenor Oscar Romero Charter School
Subject	Math
Academic Year	2023 - 2024
Hispanic or Latino	Yes - Hispanic or Latino
Comparison Diagnostic	Final Diagnostic

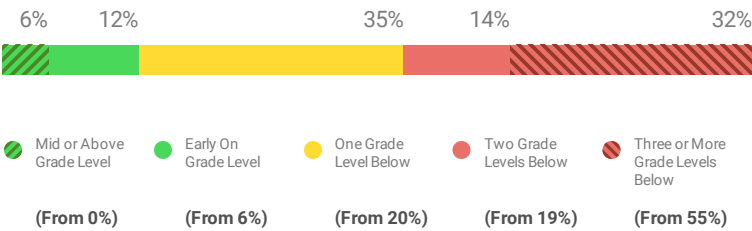
Students Assessed/Total: 262/267

Progress to Annual Typical Growth (Median)



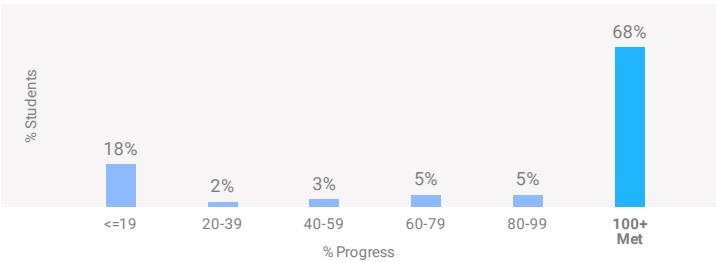
The median percent progress towards Typical Growth for this school is 150%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

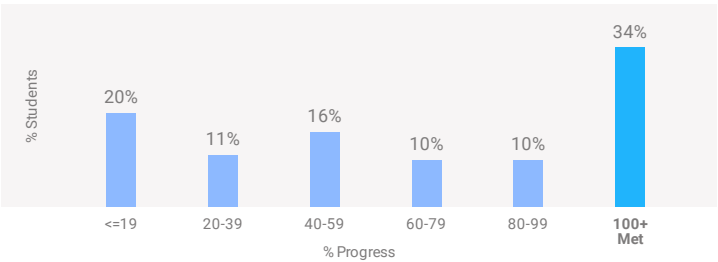


Mid or Above Grade Level (From 0%) Early On Grade Level (From 6%) One Grade Level Below (From 20%) Two Grade Levels Below (From 19%) Three or More Grade Levels Below (From 55%)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

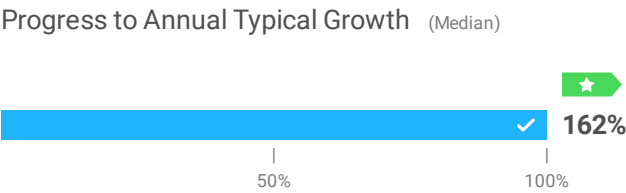
Grade

Showing 3 of 3

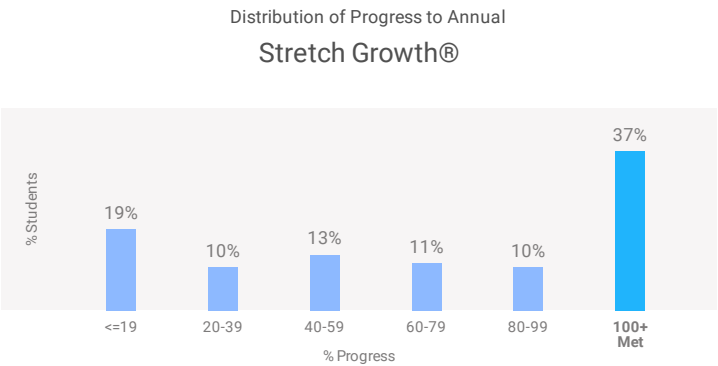
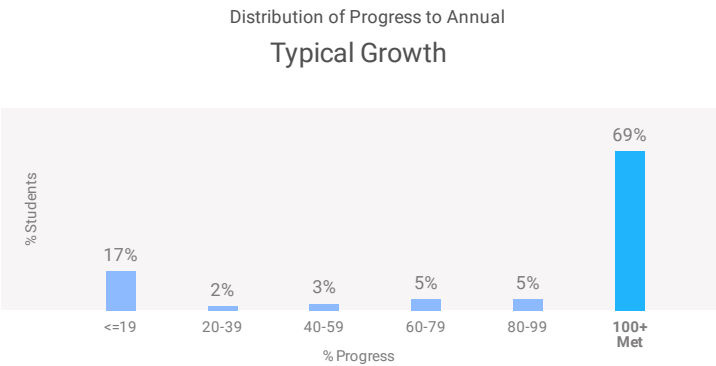
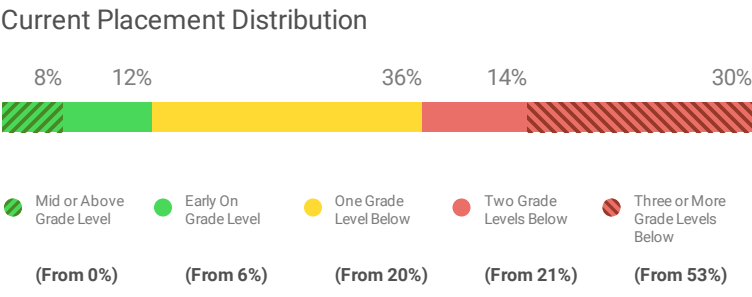
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	 157%	71%	 77%	32%	71%	65/66
Grade 7	 138%	62%	 61%	34%	67%	93/97
Grade 8	 159%	70%	 65%	36%	72%	104/104

School	Monsenor Oscar Romero Charter School
Subject	Math
Academic Year	2023 - 2024
Economically Disadvantaged	Yes - Economically Disadvantaged
Comparison Diagnostic	Final Diagnostic

Students Assessed/Total: 249/250



The median percent progress towards Typical Growth for this school is 162%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

Grade

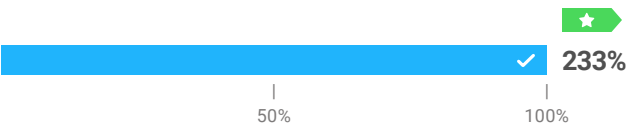
Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	 179%	76%	 85%	37%	73%	63/63
Grade 7	 150%	62%	 75%	39%	69%	90/91
Grade 8	 159%	71%	 65%	34%	73%	96/96

School	Monsenor Oscar Romero Charter School
Subject	Math
Academic Year	2023 - 2024
Special Education	Yes - Special Education
Comparison Diagnostic	Final Diagnostic

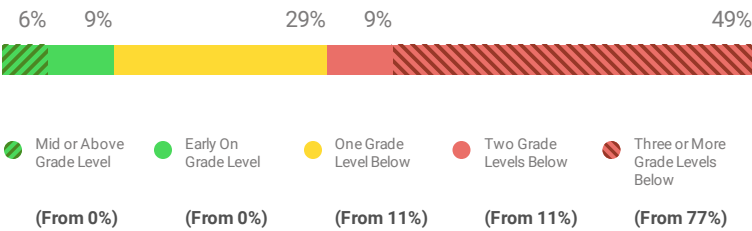
Students Assessed/Total: 35/35

Progress to Annual Typical Growth (Median)

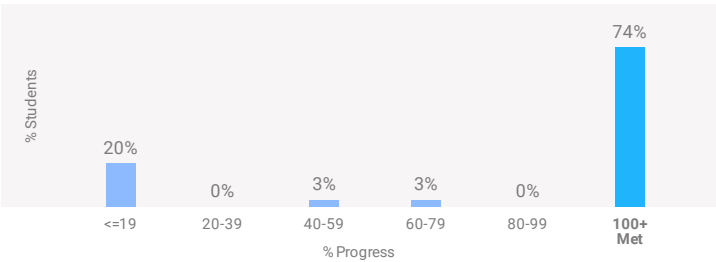


The median percent progress towards Typical Growth for this school is 233%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

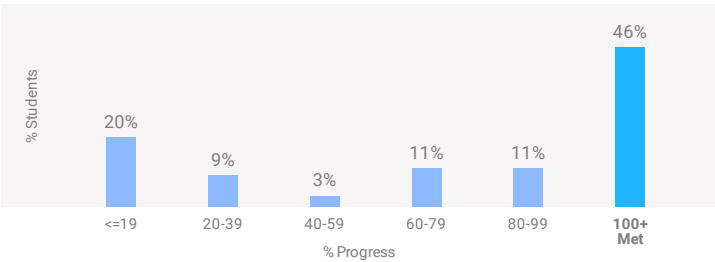
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6						
Grade 7	262%	88%	103%	53%	82%	17/17
Grade 8	238%	71%	92%	43%	79%	14/14

ATTACHMENT D

**LOS ANGELES UNIFIED SCHOOL DISTRICT****Board of Education Report**

DESEGREGATION IMPACT STATEMENT (DIS)
 MONSEÑOR OSCAR ROMERO CHARTER MIDDLE
 BOARD OF EDUCATION REPORT 095 – 24/25

November 19, 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 375 students in grades 6-8 in each year of the charter term.

II. Summary Description of Current District Practice:

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

III. Proposed Change:

The approval of this charter petition would renew the charter of Monsenor Oscar Romero Charter Middle 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:

BLANCA A. MONASTER, Ed. D.
 Specialist
 Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
 Executive Director
 Student Integration Services

[Return to Order of Business](#)

TAB 28



Board of Education Report

File #: Rep-096-24/25, Version: 1

Approval of the Renewal Petition for Santa Monica Boulevard Community Charter
[PUBLIC HEARING]
November 19, 2024
Charter Schools Division

Action Proposed:

Approve the renewal petition for Santa Monica Boulevard Community Charter (“Charter School”), located in Board District 5 and Region West, for five (5) years, beginning July 1, 2025 until June 30, 2030, to serve up to 950 students in grades TK-6 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:

Santa Monica Boulevard Community Charter is a TK-6 school currently serving 697 students on a District site in Hollywood at 1022 North Van Ness Avenue, Los Angeles, CA, 90038 in Board District 5 and Region West. Santa Monica Boulevard Community Charter was originally approved by the LAUSD Board of Education on December 11, 2001. On September 20, 2016, the charter school was renewed for a five-year term to serve 950 students in grades TK-6. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Santa Monica Boulevard Community Charter expires June 30, 2025.

On August 21, 2024, Santa Monica Boulevard Community Charter submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through November 19, 2024.

An initial Public Hearing was held on September 10, 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 Santa Monica Boulevard Community Charter 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. 096, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of

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.

File #: Rep-096-24/25, Version: 1

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. The District and Charter School shall comply with the provisions set forth in the “District-Owned Facilities” section of the operative charter/FSDRL, particularly relating to the timelines and actions needed if Charter School and the District cannot execute an agreement [For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process] in time for such to be considered by the LAUSD Board of Education with the renewal of the charter petition.

Attachments:

Attachment A - Staff Assessment and Recommendation Report

Attachment B - Santa Monica Boulevard Community Charter Data Set

Attachment C - Verified Data Reports

Attachment D - Desegregation Impact Statement

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

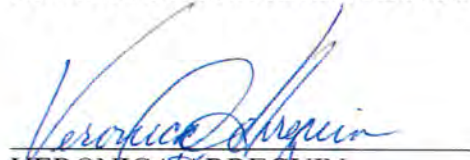
[≤https://drive.google.com/drive/folders/1k_uQsKcKJAVNJjImQbcwDwodG_ix641H?usp=drive_link≥](https://drive.google.com/drive/folders/1k_uQsKcKJAVNJjImQbcwDwodG_ix641H?usp=drive_link)

Informatives:

Not applicable

Submitted:

10/22/24

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.

STAFF ASSESSMENT AND RECOMMENDATION REPORT

RENEWAL PETITION

Board of Education Report 096-24/25

November 19, 2024

School Name:	Santa Monica Boulevard Community Charter		BOARD IS REQUIRED TO TAKE ACTION BY: November 19, 2024
Type of Charter School:	Conversion Independent Charter School		
Charter Operator	Fenton Charter Public Schools		
Location Code:	6548		
Type of Site(s):	Sole Occupant Agreement on a District Facility		
Site Address(es):	1022 North Van Ness Avenue, Los Angeles, CA 90038		
Board District(s):	5	Region(s):	West
Grade Levels Served:	TK-6	Current Enrollment:	697
Grade Levels Authorized in Current Charter:	TK-6	Approved Enrollment in Current Charter:	950
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 Santa Monica Boulevard Community Charter ("SMBCC" or "Charter School"), located in Board District 5 and Region West, for a term of five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 950 students in grades TK-6 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

	Santa Monica Boulevard Community Charter
Initial Authorization:	On December 11, 2001, Santa Monica Boulevard Community Charter was authorized by the LAUSD Board of Education to serve students in grades K-5.
Most Recent Renewal	The charter was renewed on September 20, 2016, for a five-year term (July 1, 2017 - June 30, 2022) to serve up to 950 students in grades TK-6. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Santa Monica Boulevard Community Charter expires June 30, 2025.

	Santa Monica Boulevard Community Charter
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Santa Monica Boulevard Community Charter submitted its renewal petition application on August 21, 2024. The 90-day statutory timeline for Board action on the petition runs through November 19, 2024.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	SMBCC implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	SMBCC participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Santa Monica Boulevard Community Charter is operated by Fenton Charter Public Schools, a California nonprofit public benefit corporation that also operates four other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

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

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels were 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.

Santa Monica Boulevard Community Dashboard Indicators

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

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

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

Santa Monica Boulevard Community - 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	-42.0	Low	-12.2	Lower
Latino	Met	Low	-43.2	Low	-38.6	Lower
English Learner	Met	Low	-56.6	Low	-61.2	Higher
Socioeconomically Disadvantaged	Met	Low	-42.3	Low	-41.4	Lower
Students with Disabilities	Met	Very Low	-113.0	Very Low	-97.3	Lower

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

Santa Monica Boulevard Community - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Yellow	-28.9	13.1	Orange	-13.6	Lower
Latino	Met	Yellow	-29.0	14.2	Orange	-40.2	Higher
English Learner	Met	Orange	-55.1	1.5	Orange	-67.7	Higher
Socioeconomically Disadvantaged	Met	Yellow	-29.0	13.3	Orange	-42.6	Higher
Students with Disabilities	Met	Orange	-95.8	17.2	Red	-96.3	Higher

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

d. Math Indicator

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

Santa Monica Boulevard Community - 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	-59.6	Low	-51.7	Lower
Latino	Met	Low	-61.1	Low	-83.4	Higher
English Learner	Met	Low	-72.4	Low	-92.0	Higher
Socioeconomically Disadvantaged	Met	Low	-60.1	Low	-84.0	Higher
Students with Disabilities	Met	Very Low	-135.9	Very Low	-130.8	Lower

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

Santa Monica Boulevard Community - 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	-41.5	18.1	Orange	-49.1	Higher
Latino	Met	Yellow	-41.7	19.4	Orange	-80.8	Higher
English Learner	Met	Yellow	-68.5	3.9	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Yellow	-42.0	18.1	Yellow	-80.8	Higher
Students with Disabilities	Met	Orange	-120.5	15.4	Orange	-127.3	Higher

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

e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's Status Level Medium was the same as 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 Orange was lower than the state's color of Yellow. The charter school's English Learner Progress Rate was lower than the state's rate.

Santa Monica Boulevard Community - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Medium	47.2%	Medium	50.3%	Lower

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

Santa Monica Boulevard Community - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Orange	42.9%	-4.3%	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 and 2023 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was lower than the state for All Students and for all four numerically significant student groups.

h. Graduation Indicator [HS only]

Not applicable

i. Suspension Rate Indicator

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

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 Santa Monica Boulevard Community Charter's 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>Developing</i>
2023-2024	<i>Proficient</i>
Concerns	The rating of <i>Developing</i> in 2022-2023 was due to a majority of reported indicators that were rated at a “2” or “1.”

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2022-2023	<i>Accomplished</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>Accomplished</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.

ELA

Charter School provided data for Reading from “i-Ready K-8 by Curriculum Associates” (i-Ready) *Diagnostic Growth* report for 2022-2023 and 2023-2024 (“Final Diagnostic”) for All Students and for the following student groups¹: English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

Per Education Code section 47607.2(c)(2), the State Board of Education established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready’s publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official rate is not provided. The *Diagnostic Growth* report

¹ Student group names that appear on the report may be different than names on the CA Dashboard (e.g. “Students with Disabilities” will be labeled as “Special Education” on i-Ready report).

provided by Charter School reported 713 students were assessed in Reading and 720 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2023-2024 assessment data appears to include at least 95% of eligible students.

Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, “Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers.” i-Ready’s Median Progress to Typical Growth targets² identify schools as having met California Charter School growth expectations, based on Curriculum Associates’ recommendation “that schools that achieve a year’s worth of growth, adjusted for error, have exhibited sufficient growth.”

Charter School provided 2023-2024 data for grades K-6. For the purposes of verified data, i-Ready has separate recommended targets for Grades K-5 and 6-8. Per Curriculum Associates’ published guidance, grade-specific Progress to Annual Typical Growth values can be used to evaluate one-year’s progress by grade level for schools with configurations other than Grades K-5 and 6-8.

As seen in the table below, all seven grade levels met one year’s progress based on i-Ready’s Median Progress to Typical Growth Targets. Charter School’s submitted data also include data for four student groups (English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) and all four student groups demonstrated one year’s progress for all grade levels.

i-Ready Diagnostic Growth Reading 2023-2024				
Student Groups	Number of Students Tested	i-Ready Growth Target	Reading: Progress to Annual Typical Growth (Median)	One Year’s Progress
Grade K	88	Grades K-5: 75%	115%	Met
Latino	87	Grades K-5: 75%	116%	Met
English Learner	75	Grades K-5: 75%	116%	Met
Students with Disabilities	15	Grades K-5: 75%	122%	Met
Socioeconomically Disadvantaged	85	Grades K-5: 75%	114%	Met
Grade 1	107	Grades K-5: 75%	92%	Met
Latino	104	Grades K-5: 75%	96%	Met
English Learner	70	Grades K-5: 75%	78%	Met
Students with Disabilities	21	Grades K-5: 75%	78%	Met
Socioeconomically Disadvantaged	106	Grades K-5: 75%	91%	Met
Grade 2	79	Grades K-5: 75%	103%	Met
Latino	78	Grades K-5: 75%	98%	Met
English Learner	46	Grades K-5: 75%	79%	Met

² In 2023, Curriculum Associates revised typical growth targets in Reading to be 75% in Grades K-5 and 45% in Grades 6-8.

i-Ready Diagnostic Growth Reading 2023-2024				
Student Groups	Number of Students Tested	i-Ready Growth Target	Reading: Progress to Annual Typical Growth (Median)	One Year's Progress
Students with Disabilities	20	Grades K-5: 75%	87%	Met
Socioeconomically Disadvantaged	75	Grades K-5: 75%	103%	Met
Grade 3	126	Grades K-5: 75%	99%	Met
Latino	121	Grades K-5: 75%	100%	Met
English Learner	75	Grades K-5: 75%	88%	Met
Students with Disabilities	26	Grades K-5: 75%	104%	Met
Socioeconomically Disadvantaged	122	Grades K-5: 75%	102%	Met
Grade 4	124	Grades K-5: 75%	115%	Met
Latino	121	Grades K-5: 75%	115%	Met
English Learner	61	Grades K-5: 75%	91%	Met
Students with Disabilities	26	Grades K-5: 75%	132%	Met
Socioeconomically Disadvantaged	120	Grades K-5: 75%	113%	Met
Grade 5	113	Grades K-5: 75%	150%	Met
Latino	112	Grades K-5: 75%	150%	Met
English Learner	40	Grades K-5: 75%	150%	Met
Students with Disabilities	17	Grades K-5: 75%	85%	Met
Socioeconomically Disadvantaged	109	Grades K-5: 75%	146%	Met
Grade 6	76	Grades 6-8: 45%	124%	Met
Latino	72	Grades 6-8: 45%	115%	Met
English Learner	36	Grades 6-8: 45%	126%	Met
Students with Disabilities	15	Grades 6-8: 45%	121%	Met
Socioeconomically Disadvantaged	74	Grades 6-8: 45%	124%	Met

Charter School also submitted verified data using i-Ready for the 2022-2023 school year. Based on i-Ready's prior Typical Growth target of 50% of the students making 100% Typical Growth, Charter School met the one year's progress for All Students and for all four of the school's student groups in Reading in 2022-2023.

MATH

Charter School provided data for Math from an "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2022-2023, and 2023-2024 "Final Diagnostic" for All

Students and for the following student groups³: English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

Per Education Code section 47607.2(c)(2), the State Board of Education established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready's publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 713 students were assessed in Math and 720 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2023-2024 assessment data appears to include at least 95% of eligible students.

Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, "Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers." i-Ready's Median Progress to Typical Growth targets⁴ identify schools as having met California Charter School growth expectations, based on Curriculum Associates' recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth."

Charter School provided 2023-2024 data for grades K-6. For the purposes of verified data, i-Ready has separate recommended targets for Grades K-5 and 6-8. Per Curriculum Associates' published guidance, grade-specific Progress to Annual Typical Growth values can be used to evaluate one-year's progress by grade level for schools with configurations other than Grades K-5 and 6-8.

As seen in the table below, six of seven grade levels met one year's progress based on i-Ready's Median Progress to Typical Growth Targets. Charter School's submitted data also include data for four student groups (English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) and all four student groups demonstrated one year's progress for a majority of grade levels.

i-Ready Diagnostic Growth Math 2023-2024				
Student Groups	Number of Students Tested	i-Ready Growth Target	Reading: Progress to Annual Typical Growth (Median)	One Year's Progress
Grade K	88	Grades K-5: 80%	111%	Met
Latino	87	Grades K-5: 80%	113%	Met
English Learner	75	Grades K-5: 80%	113%	Met
Students with Disabilities	15	Grades K-5: 80%	125%	Met

³ Student group names that appear on the report may be different than names on the CA Dashboard (e.g. "Students with Disabilities" will be labeled as "Special Education" on i-Ready report).

⁴ i-Ready Median Progress to Typical Growth targets in Math are 80% in Grades K-5 and 60% in Grades 6-8.

i-Ready Diagnostic Growth Math 2023-2024				
Student Groups	Number of Students Tested	i-Ready Growth Target	Reading: Progress to Annual Typical Growth (Median)	One Year's Progress
Socioeconomically Disadvantaged	85	Grades K-5: 80%	109%	Met
Grade 1	106	Grades K-5: 80%	78%	Not Met
Latino	103	Grades K-5: 80%	76%	Not Met
English Learner	69	Grades K-5: 80%	76%	Not Met
Students with Disabilities	21	Grades K-5: 80%	106%	Met
Socioeconomically Disadvantaged	105	Grades K-5: 80%	79%	Not Met
Grade 2	80	Grades K-5: 80%	117%	Met
Latino	79	Grades K-5: 80%	117%	Met
English Learner	46	Grades K-5: 80%	122%	Met
Students with Disabilities	20	Grades K-5: 80%	121%	Met
Socioeconomically Disadvantaged	76	Grades K-5: 80%	116%	Met
Grade 3	126	Grades K-5: 80%	92%	Met
Latino	121	Grades K-5: 80%	92%	Met
English Learner	75	Grades K-5: 80%	81%	Met
Students with Disabilities	26	Grades K-5: 80%	90%	Met
Socioeconomically Disadvantaged	122	Grades K-5: 80%	92%	Met
Grade 4	124	Grades K-5: 80%	122%	Met
Latino	121	Grades K-5: 80%	122%	Met
English Learner	61	Grades K-5: 80%	117%	Met
Students with Disabilities	26	Grades K-5: 80%	100%	Met
Socioeconomically Disadvantaged	120	Grades K-5: 80%	119%	Met
Grade 5	113	Grades K-5: 80%	133%	Met
Latino	112	Grades K-5: 80%	133%	Met
English Learner	40	Grades K-5: 80%	116%	Met
Students with Disabilities	17	Grades K-5: 80%	120%	Met
Socioeconomically Disadvantaged	109	Grades K-5: 80%	130%	Met
Grade 6	76	Grades 6-8: 60%	125%	Met
Latino	72	Grades 6-8: 60%	122%	Met
English Learner	35	Grades 6-8: 60%	100%	Met
Students with Disabilities	15	Grades 6-8: 60%	47%	Not Met
Socioeconomically Disadvantaged	74	Grades 6-8: 60%	127%	Met

Charter School also submitted verified data using i-Ready for the 2022-2023 school year. Based on i-Ready's prior Typical Growth target of 50% of the students making 100% Typical Growth, Charter School met the one year's progress for All Students and for all four of the school's student groups in Math in 2022-2023.

Based on the review and consideration of verified data, Santa Monica Boulevard Community Charter included two years of data, including schoolwide and student group reports (English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) for both ELA and Math. In 2022-2023 and 2023-2024, Santa Monica Boulevard Community Charter appears to have met 95 percent participation rate for schoolwide and all student groups.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Santa Monica Boulevard Community Charter'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	\$7,379,597	\$9,503,396	\$10,949,236	\$11,659,795	\$13,168,854
Net Income/Loss	\$1,033,052	\$2,123,799	\$1,554,569	\$710,559	\$1,509,059
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	(\$108,729) ¹	\$0	\$0
Norm Enrollment ²	864	840	775	762	742

¹ Per Fenton Charter Public Schools, the prior-year adjustment of (\$108,729) for the school in Fiscal Year 2021-2022 represented the amount due to the grantor related to the Clean Energy Jobs Act project.

² According to Fenton Charter Public Schools, the charter operator continues to adapt to meet the evolving needs of Santa Monica Boulevard Community Charter's students and families. 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

Fenton Charter Public Schools provides its employees with Post-Employment Benefits Other than Pensions (OPEB). According to Fenton Charter Public Schools' most current actuarial report and independent audit report for the 2022-2023 school year, the organization had a net defined benefit plan liability of \$348,943 for the organization.

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

FENTON CHARTER PUBLIC 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)
5	5	\$33,704,571	\$941,415	\$3,329,990	\$28,828

Santa Monica Boulevard Community Charter

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	4	6548	Santa Monica Boulevard Community Charter	All Students	427	-42.0	Low	-12.2	Low	Lower	412	Yellow	-28.9	13.1	Increased	Orange	-13.6	-1.4	Maintained	Lower
				American Indian or Alaska Native	0	--	--	-49.3	Low	--	0	--	--	--	--	Orange	-47.9	2.0	Maintained	--
				Asian	*	-	No Performance Level	63.0	Very High	--	*	No Color	--	--	No Change Level	Blue	61.8	-1.2	Maintained	--
				Black or African American	*	-	No Performance Level	-57.7	Low	--	*	No Color	--	--	No Change Level	Orange	-59.6	-2.0	Maintained	--
				English Learner	322	-56.6	Low	-61.2	Low	Higher	245	Orange	-55.1	1.5	Maintained	Orange	-67.7	-6.5	Declined	Higher
				Filipino	*	-	No Performance Level	42.9	High	--	*	No Color	--	--	No Change Level	Green	44.0	1.1	Maintained	--
				Foster Youth	*	-	No Performance Level	-85.6	Very Low	--	*	No Color	--	--	No Change Level	Red	-89.2	-2.5	Maintained	--
				Homeless Youth	*	-	No Performance Level	-62.9	Low	--	*	No Color	--	--	No Change Level	Orange	-67.9	-5.0	Declined	--
				Latino	417	-43.2	Low	-38.6	Low	Lower	402	Yellow	-29	14.2	Increased	Orange	-40.2	-1.7	Maintained	Higher
				Native Hawaiian or Pacific Islander	0	--	--	-29.1	Low	--	0	--	--	--	--	Orange	-32.5	-3.4	Declined	--
				Socioeconomically Disadvantaged	417	-42.3	Low	-41.4	Low	Lower	401	Yellow	-29	13.3	Increased	Orange	-42.6	-1.2	Maintained	Higher
				Students with Disabilities	70	-113.0	Very Low	-97.3	Very Low	Lower	75	Orange	-95.8	17.2	Increased Significantly	Red	-96.3	1.8	Maintained	Higher
				Two or More Races	0	--	--	25.1	High	--	0	--	--	--	--	Green	24.3	-0.8	Maintained	--
				White	*	-	No Performance Level	21.9	High	--	*	No Color	--	--	No Change Level	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 **	100%	--	100%	100%	100%	100%	100%	100%	100%	--	100%	100%	--	100%
Participation Rate Met 2022 +	Yes	--	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--	Yes	Yes	--	Yes
Percent of students tested in 2023	100%	--	100%	100%	100%	100%	100%	100%	100%	--	100%	100%	--	100%
Participation Rate Met 2023	Yes	--	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

Santa Monica Boulevard Community Charter

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 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	4	6548	Santa Monica Boulevard Community Charter	All Students	427	-59.6	Low	-51.7	Low	Lower	412	Yellow	-41.5	18.1	Increased Significantly	Orange	-49.1	2.6	Maintained	Higher
				American Indian or Alaska Native	0	--	--	-90.4	Low	--	0	--	--	--	--	Yellow	-87.3	4.6	Increased	--
				Asian	*	-	No Performance Level	48.4	Very High	--	*	No Color	--	--	No Change Level	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	322	-72.4	Low	-92.0	Low	Higher	245	Yellow	-68.5	3.9	Increased	Orange	-93.4	-1.4	Maintained	Higher
				Filipino	*	-	No Performance Level	2.7	High	--	*	No Color	--	--	No Change Level	Green	7.4	4.8	Increased	--
				Foster Youth	*	-	No Performance Level	-126.3	Very Low	--	*	No Color	--	--	No Change Level	Red	-127.4	1.4	Maintained	--
				Homeless Youth	*	-	No Performance Level	-101.8	Very Low	--	*	No Color	--	--	No Change Level	Red	-101.3	0.5	Maintained	--
				Latino	417	-61.1	Low	-83.4	Low	Higher	402	Yellow	-41.7	19.4	Increased Significantly	Orange	-80.8	2.6	Maintained	Higher
				Native Hawaiian or Pacific Islander	0	--	--	-71.3	Low	--	0	--	--	--	--	Orange	-71.3	0.0	Maintained	--
				Socioeconomically Disadvantaged	417	-60.1	Low	-84.0	Low	Higher	401	Yellow	-42.0	18.1	Increased Significantly	Yellow	-80.8	3.2	Increased	Higher
				Students with Disabilities	70	-135.9	Very Low	-130.8	Very Low	Lower	75	Orange	-120.5	15.4	Increased Significantly	Orange	-127.3	5.5	Increased	Higher
				Two or More Races	0	--	--	-9.9	Medium	--	0	--	--	--	--	Yellow	-7.4	2.5	Maintained	--
				White	*	-	No Performance Level	-13.4	Medium	--	*	No Color	--	--	No Change Level	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 **	100%	--	100%	100%	100%	100%	100%	100%	100%	--	100%	100%	--	100%
Participation Rate Met 2022 *	Yes	--	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--	Yes	Yes	--	Yes
Percent of students tested in 2023	100%	--	100%	100%	100%	100%	100%	100%	100%	--	100%	100%	--	100%
Participation Rate Met 2023	Yes	--	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

Santa Monica Boulevard Community Charter

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	4	6548	Santa Monica Boulevard Community Charter	English Learner	360	47.2%	Medium	50.3%	Medium	Lower	319	Orange	42.9%	-4.3%	Declined	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	467	465	99.6%	Yes
2023	464	460	99.4%	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		
Santa Monica Boulevard Community Charter		State
ELs Who Progressed at Least One ELPI Level	47.2%	47.5%
ELs Who Maintained ELPI Level 4	0.0%	2.8%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	35.0%	31.4%
ELs Who Decreased at Least One ELPI Level	17.8%	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		
Santa Monica Boulevard Community Charter		State
ELs Who Progressed at Least One ELPI Level	42.9%	46.4%
ELs Who Maintained ELPI Level 4	0.0%	2.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	38.2%	32.7%
ELs Who Decreased at Least One ELPI Level	18.8%	18.6%

Santa Monica Boulevard Community Charter

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/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/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	4	6548	Santa Monica Boulevard Community Charter	All Students	826	17.4%	High	30.0%	Very High	Lower	808	Blue	3.2%	-14.2%	Declined Significantly	Yellow	24.3%	-5.7	Declined Significantly	Lower
				American Indian or Alaska Native	0	--	--	42.9%	Very High	--	0	--	--	--	--	Yellow	36.1%	-6.8	Declined Significantly	--
				Asian	*	--	No Performance Level	11.5%	High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	10.1%	-1.4	Declined	--
				Black or African American	*	--	No Performance Level	42.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	36.4%	-6.5	Declined Significantly	--
				English Learner	470	20.2%	Very High	33.6%	Very High	Lower	475	Blue	3.4%	-16.8%	Declined Significantly	Yellow	26.3%	-7.3	Declined Significantly	Lower
				Filipino	*	--	No Performance Level	16.2%	High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	13.8%	-2.4	Declined	--
				Foster Youth	*	--	No Performance Level	42.1%	Very High	--	15	No Color	6.7%	0.0%	No Change Level	Yellow	33.6%	-8.5	Declined Significantly	--
				Homeless Youth	*	--	No Performance Level	45.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	38.7%	-6.4	Declined Significantly	--
				Latino	797	17.2%	High	35.8%	Very High	Lower	782	Blue	3.1%	-14.1%	Declined Significantly	Yellow	28.4%	-7.4	Declined Significantly	Lower
				Native Hawaiian or Pacific Islander	0	--	--	43.9%	Very High	--	0	--	--	--	--	Yellow	37.6%	-6.3	Declined Significantly	--
				Socioeconomically Disadvantaged	799	17.6%	High	37.4%	Very High	Lower	784	Blue	3.3%	-14.3%	Declined Significantly	Yellow	29.9%	-7.5	Declined Significantly	Lower
				Students with Disabilities	133	18.0%	High	39.6%	Very High	Lower	143	Green	2.8%	-15.2%	Declined	Yellow	33.1%	-6.5	Declined Significantly	Lower
				Two or More Races	0	--	--	25.1%	Very High	--	0	--	--	--	--	Yellow	21.6%	-3.5	Declined Significantly	--
				White	13	38.5%	No Performance Level	21.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	18.5%	-3.5	Declined Significantly	--

Data Sources: California School Dashboard Research data files 2023

Santa Monica Boulevard Community Charter

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	4	6548	Santa Monica Boulevard Community Charter	All Students	842	0.0%	Very Low	3.1%	Medium	Lower	817	Blue	0.1%	0.1%	Maintained	Orange	3.5%	0.4%	Increased	Lower
				American Indian or Alaska Native	0	--	--	6.4%	High	--	0	--	--	--	--	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	*	--	No Performance Level	7.9%	High	--	*	No Color	--	--	No Change Level	Red	8.8%	0.9%	Increased	--
				English Learner	483	0.0%	Very Low	3.2%	Medium	Lower	478	Blue	0.2%	0.2%	Maintained	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	--	15	No Color	0.0%	--	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	813	0.0%	Very Low	3.3%	Medium	Lower	789	Blue	0.1%	0.1%	Maintained	Orange	3.8%	0.5%	Increased	Lower
				Native Hawaiian or Pacific Islander	0	--	--	4.5%	Medium	--	0	--	--	--	--	Orange	4.9%	0.4%	Increased	--
				Socioeconomically Disadvantaged	813	0.0%	Very Low	4.0%	Medium	Lower	793	Blue	0.1%	0.1%	Maintained	Orange	4.5%	0.5%	Increased	Lower
				Students with Disabilities	137	0.0%	Very Low	5.4%	High	Lower	143	Yellow	0.7%	0.7%	Increased	Orange	5.9%	0.5%	Increased	Lower
				Two or More Races	0	--	--	2.9%	Medium	--	0	--	--	--	--	Orange	3.3%	0.4%	Increased	--
				White	13	0.0%	No Performance Level	2.6%	Medium	--	*	No Color	--	--	No Change Level	Yellow	2.9%	0.2%	Maintained	--

Data Sources: California School Dashboard Research data files 2023

Santa Monica Boulevard Community Charter

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.

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	4	6548	Santa Monica Boulevard Community Charter	779	96.3%	0.4%	0.0%	0.5%	0.6%	58.5%	0.6%	1.2%	0.5%	97.0%	0.0%	0.0%	0.0%	96.8%	15.5%	0.1%	1.0%
Statewide				5,892,240	57.8%	N/A	0.5%	9.5%	5.1%	19.1%	2.3%	0.5%	2.9%	55.9%	0.7%	0.4%	1.0%	59.6%	12.7%	4.3%	21.7%
Los Angeles Unified				548,338	80.2%	8.5%	0.1%	3.5%	7.3%	21.3%	1.8%	0.7%	1.4%	74.5%	0.1%	0.2%	1.0%	81.4%	13.6%	1.7%	9.7%

2021-2022 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	4	6548	Santa Monica Boulevard Community Charter	783	95.4%	0.5%	0.0%	0.6%	0.1%	57.0%	0.9%	0.9%	0.4%	96.6%	0.0%	0.0%	0.0%	96.2%	14.0%	0.0%	1.8%
Statewide				6,002,523	58.9%	N/A	0.5%	9.5%	5.2%	17.7%	2.4%	0.4%	0.6%	55.3%	0.8%	0.4%	0.9%	60.3%	12.6%	4.1%	21.7%
Los Angeles Unified				574,996	81.3%	9.7%	0.2%	3.6%	7.6%	18.8%	1.9%	0.7%	1.2%	74.2%	0.2%	0.2%	0.5%	81.6%	13.4%	1.6%	10.2%

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

Santa Monica Boulevard Community Charter

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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	4	6548	Santa Monica Boulevard Community Charter	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>

Santa Monica Boulevard Community Charter

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	2021-2022				2022-2023			
					School		State		School		State	
					Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
W	4	6548	Santa Monica Boulevard Community Charter	LTEL 6+ Years	33	5.4%	379,290	18.1%	18	3.0%	226,535	11.1%
				At-Risk 4-5 Years	114	18.8%	211,055	10.1%	72	12.0%	144,190	7.1%
				EL 0-3 Years	280	46.1%	497,471	23.8%	312	51.8%	505,487	24.8%
				EL 4+ Years Not At-Risk or LTEL	19	3.1%	39,832	1.9%	54	9.0%	236,323	11.6%
				EL total	446	73.4%	1,127,648	53.9%	456	75.7%	1,112,535	54.5%
				RFEP	162	26.6%	963,056	46.1%	146	24.3%	927,723	45.5%
				Total (Ever)	608	100.0%	2,090,704	100.0%	602	100.0%	2,040,258	100.0%

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

Santa Monica Boulevard Community Charter

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.

2022-2023 Special Education Enrollment

RG	BD	Loc Code	School	OCT 2022 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
W	4	6548	Santa Monica Boulevard Community Charter	779	121	15.5%
Statewide				5,852,544	765,169	13.1%
Los Angeles Unified				538,295	75,935	14.1%

2021-2022 Special Education Enrollment

RG	BD	Location Code	School	OCT 2021 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
W	4	6548	Santa Monica Boulevard Community Charter	783	121	15.5%
Statewide				5,892,240	745,513	12.7%
Los Angeles Unified				548,338	74,435	13.6%

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	4	6548	Santa Monica Boulevard Community Charter	79.3%	20.7%	25	0	0	0	0	0	0	0	8	0	40	48	0	0
Los Angeles Unified				68.3%	31.2%	16,427	5	226	1,143	1	994	3,495	354	10,342	1,065	29,411	12,139	64	248

2021-2022 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	4	6548	Santa Monica Boulevard Community Charter	84.5%	15.5%	17	0	0	0	0	0	0	0	7	0	55	31	0	0
Los Angeles Unified				67.9%	30.1%	14,986	4	240	1,278	1	1,052	3,564	4	10,139	1,429	29,207	12,183	69	267

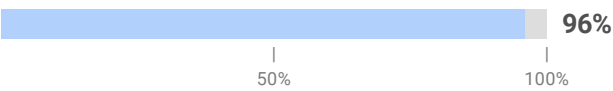
Key			
AUT	Autism	OHI	Other Health Impairment
DB	Deaf-Blindness	OI	Orthopedic Impairment
DEAF	Deafness	SLD	Specific Learning Disability
ED	Emotional Disturbance	SLI	Speech or Language Impairment
EMD	Established Medical Disability	TBI	Traumatic Brain Injury
HOH	Hard of Hearing	VI	Visual Impairment
ID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

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/filesenr.asp> and CALPADS County Authorizing LEA Report 1.1 Enrollment by Primary Status.

School	Santa Monica Blvd Cmty School
Subject	Reading
Academic Year	2023 - 2024
English Learner	Yes - English Learner
Comparison Diagnostic	Final Diagnostic

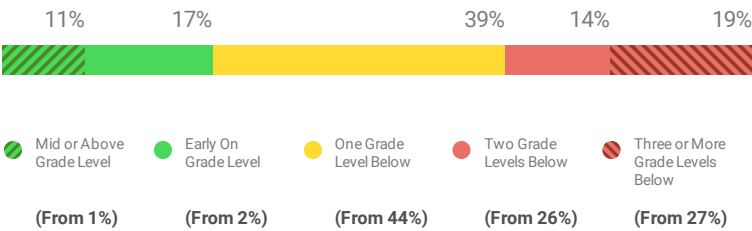
Students Assessed/Total: 402/403

Progress to Annual Typical Growth (Median)

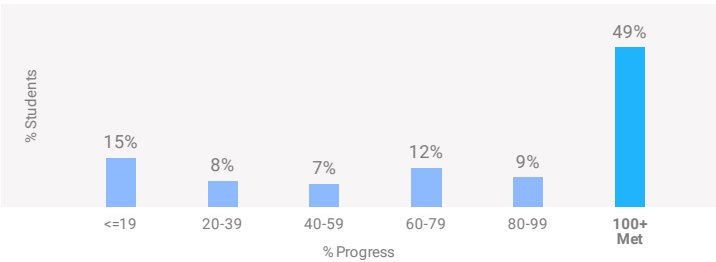


The median percent progress towards Typical Growth for this school is 96%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

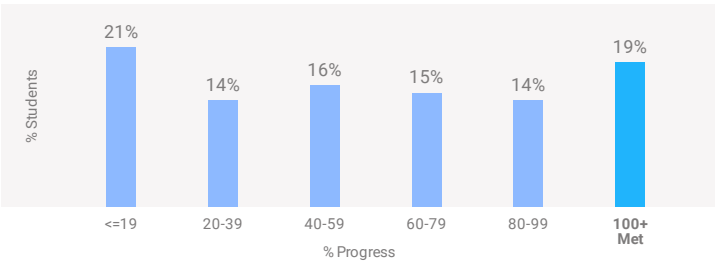
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



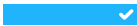
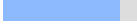
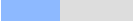
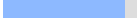
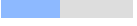
Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 7 of 7

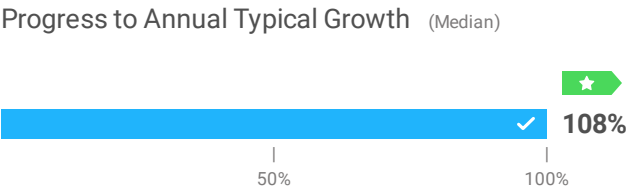
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	 114%	61%	 82%	25%	75%	75/76
Grade 1	 78%	33%	 51%	19%	46%	70/70
Grade 2	 79%	39%	 46%	17%	57%	46/46
Grade 3	 88%	47%	 45%	13%	55%	75/75
Grade 4	 91%	46%	 44%	16%	38%	61/61

School	Santa Monica Blvd Cmty School
Subject	Reading
Academic Year	2023 - 2024
English Learner	Yes - English Learner
Comparison Diagnostic	Final Diagnostic

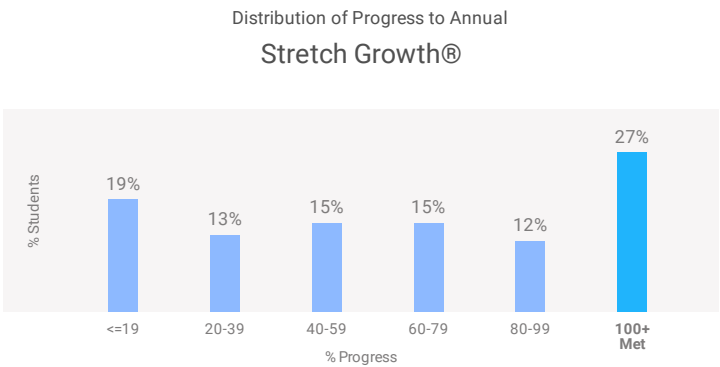
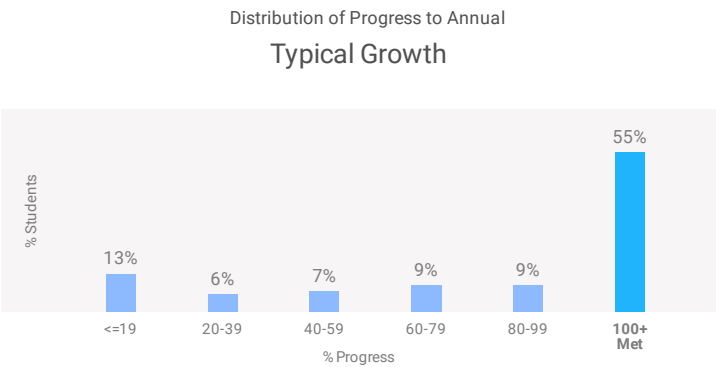
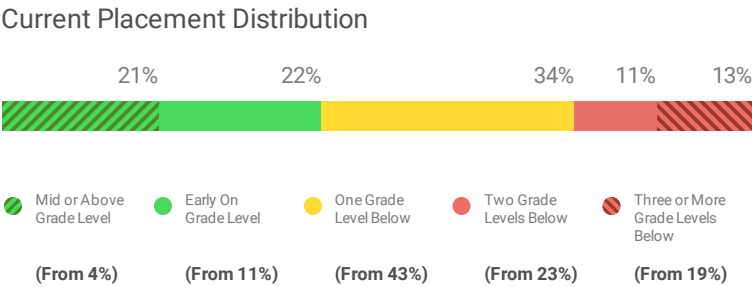
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	✓ 150%	65%	64%	30%	65%	40/40
Grade 6	✓ 126%	57%	50%	9%	46%	35/35

School	Santa Monica Blvd Cmty School
Subject	Reading
Academic Year	2023 - 2024
Hispanic or Latino	Yes - Hispanic or Latino
Comparison Diagnostic	Final Diagnostic

Students Assessed/Total: 695/700



The median percent progress towards Typical Growth for this school is 108%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

Grade

Showing 7 of 7

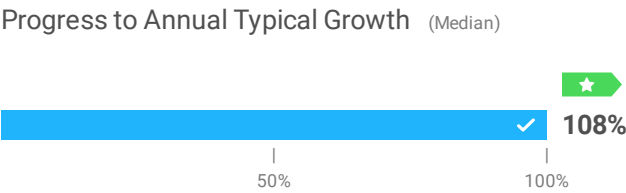
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	116%	66%	84%	32%	77%	87/89
Grade 1	96%	47%	67%	30%	55%	104/104
Grade 2	98%	50%	61%	29%	63%	78/79
Grade 3	100%	50%	53%	17%	58%	121/122
Grade 4	115%	55%	63%	27%	51%	121/122

School Santa Monica Blvd Cmty School
Subject Reading
Academic Year 2023 - 2024
Hispanic or Latino Yes - Hispanic or Latino
Comparison Diagnostic Final Diagnostic

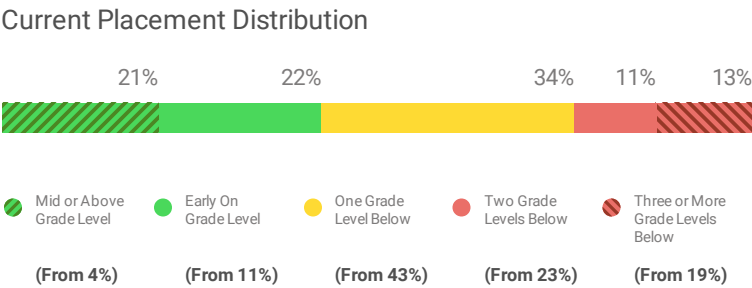
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	✓ 150%	65%	68%	38%	68%	112/112
Grade 6	✓ 115%	53%	46%	13%	46%	72/72

School	Santa Monica Blvd Cmty School
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

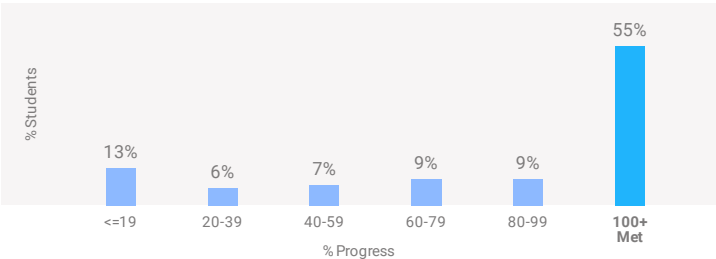
Students Assessed/Total: 713/720



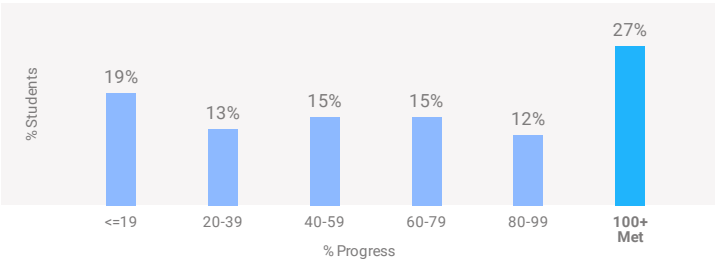
The median percent progress towards Typical Growth for this school is 108%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Distribution of Progress to Annual Typical Growth



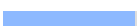
Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 7 of 7

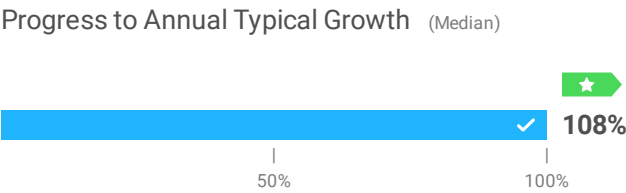
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	 115%	65%	 84%	32%	77%	88/90
Grade 1	 92%	46%	 61%	29%	55%	107/108
Grade 2	 103%	51%	 62%	30%	63%	79/80
Grade 3	 99%	50%	 52%	17%	58%	126/127
Grade 4	 115%	56%	 64%	27%	52%	124/126

School	Santa Monica Blvd Cmty School
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

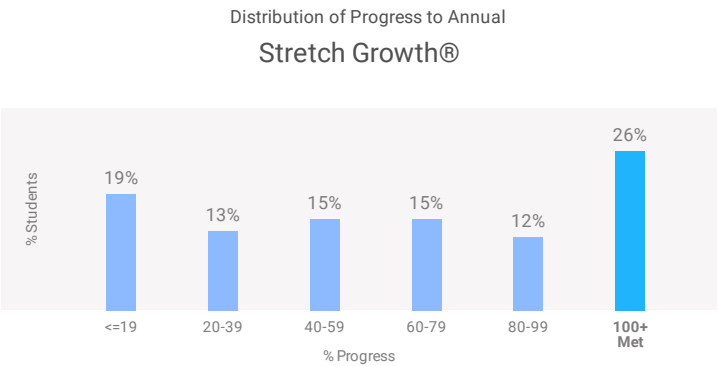
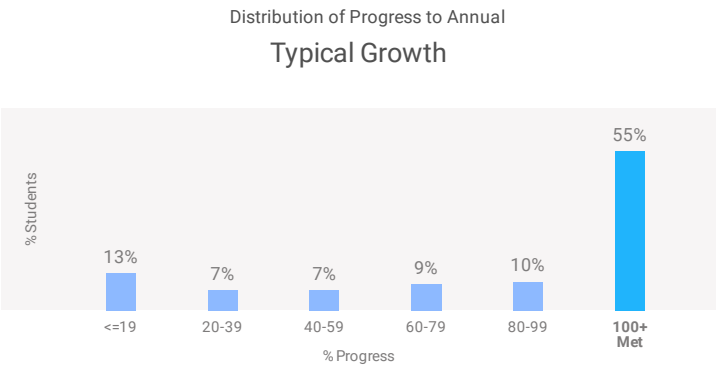
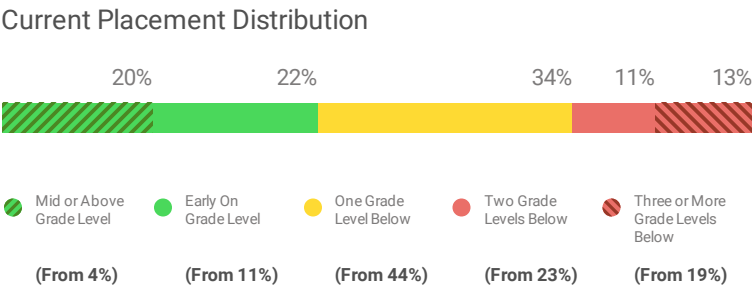
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	✓ 150%	65%	70%	38%	67%	113/113
Grade 6	✓ 124%	54%	49%	14%	46%	76/76

School	Santa Monica Blvd Cmty School
Subject	Reading
Academic Year	2023 - 2024
Economically Disadvantaged	Yes - Economically Disadvantaged
Comparison Diagnostic	Final Diagnostic

Students Assessed/Total: 691/697



The median percent progress towards Typical Growth for this school is 108%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

Grade

Showing 7 of 7

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	 114%	64%	 84%	31%	76%	85/86
Grade 1	 91%	45%	 61%	28%	55%	106/107
Grade 2	 103%	51%	 62%	29%	63%	75/76
Grade 3	 102%	51%	 54%	18%	59%	122/123
Grade 4	 113%	54%	 59%	27%	52%	120/122

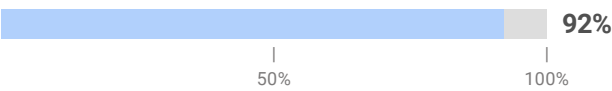
School	Santa Monica Blvd Cmty School
Subject	Reading
Academic Year	2023 - 2024
Economically Disadvantaged	Yes - Economically Disadvantaged
Comparison Diagnostic	Final Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	✓ 146%	64%	66%	36%	66%	109/109
Grade 6	✓ 124%	54%	49%	15%	46%	74/74

School	Santa Monica Blvd Cmty School
Subject	Reading
Academic Year	2023 - 2024
Special Education	Yes - Special Education
Comparison Diagnostic	Final Diagnostic

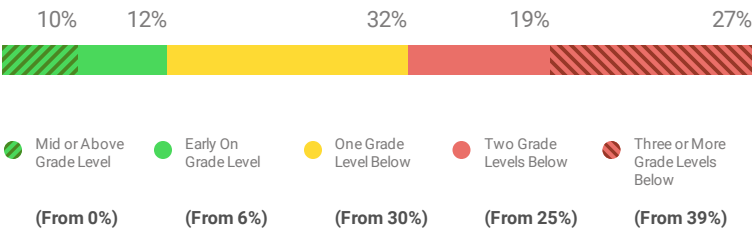
Students Assessed/Total: 140/142

Progress to Annual Typical Growth (Median)



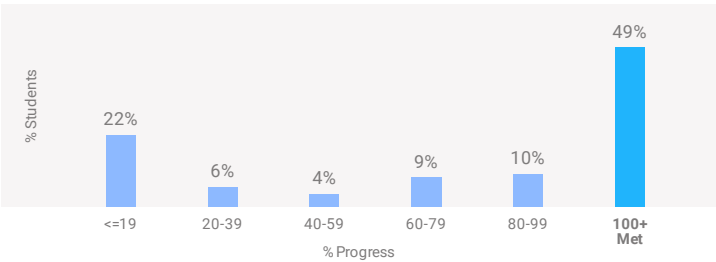
The median percent progress towards Typical Growth for this school is 92%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

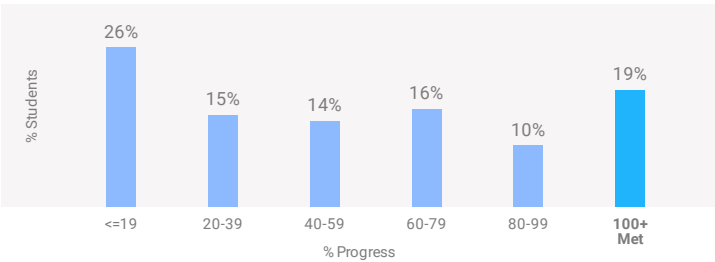


Mid or Above Grade Level (From 0%) Early On Grade Level (From 6%) One Grade Level Below (From 30%) Two Grade Levels Below (From 25%) Three or More Grade Levels Below (From 39%)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 7 of 7

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	122%	60%	90%	40%	60%	15/16
Grade 1	78%	38%	57%	29%	52%	21/21
Grade 2	87%	35%	49%	15%	50%	20/20
Grade 3	104%	54%	61%	8%	46%	26/26
Grade 4	132%	58%	65%	27%	50%	26/27

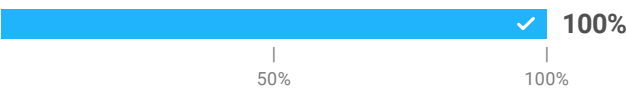
School	Santa Monica Blvd Cmty School
Subject	Reading
Academic Year	2023 - 2024
Special Education	Yes - Special Education
Comparison Diagnostic	Final Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	85%	41%	36%	6%	47%	17/17
Grade 6	121%	53%	45%	7%	53%	15/15

School	Santa Monica Blvd Cmty School
Subject	Reading
Academic Year	2022 - 2023
English Learner	Yes - English Learner
Comparison Diagnostic	Final Diagnostic

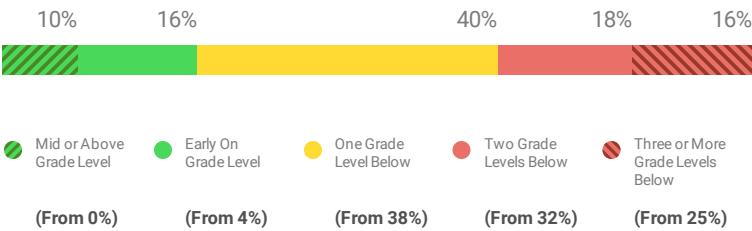
Students Assessed/Total: 404/404

Progress to Annual Typical Growth (Median)



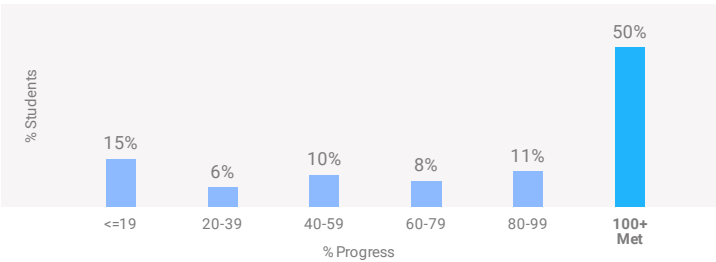
The median percent progress towards Typical Growth for this school is 100%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

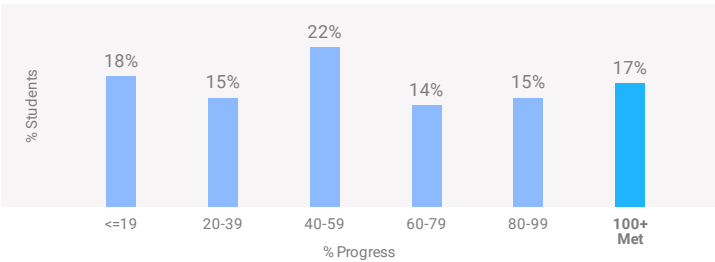


Mid or Above Grade Level (From 0%) Early On Grade Level (From 4%) One Grade Level Below (From 38%) Two Grade Levels Below (From 32%) Three or More Grade Levels Below (From 25%)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 7 of 7

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	84%	41%	60%	21%	55%	78/78
Grade 1	76%	39%	52%	6%	51%	51/51
Grade 2	94%	47%	58%	21%	58%	76/76
Grade 3	85%	45%	45%	10%	50%	62/62
Grade 4	140%	58%	65%	21%	56%	43/43

School	Santa Monica Blvd Cmty School
Subject	Reading
Academic Year	2022 - 2023
English Learner	Yes - English Learner
Comparison Diagnostic	Final Diagnostic

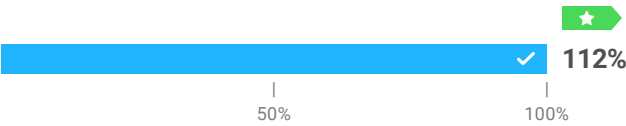
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	✓ 138%	66%	61%	21%	61%	56/56
Grade 6	✓ 161%	68%	60%	18%	63%	38/38

School
Subject
Academic Year
Hispanic or Latino
Comparison Diagnostic

Santa Monica Blvd Cmty School
Reading
2022 - 2023
Yes - Hispanic or Latino
Final Diagnostic

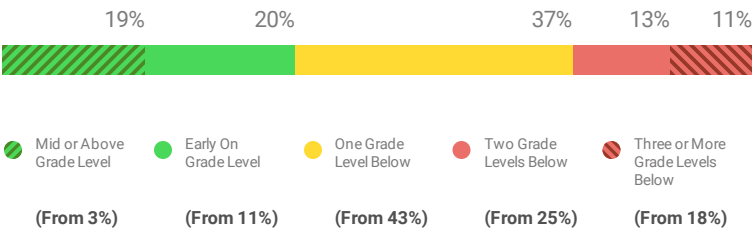
Students Assessed/Total: 710/712

Progress to Annual Typical Growth (Median)



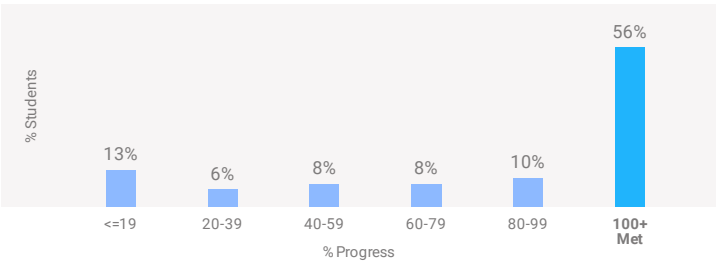
The median percent progress towards Typical Growth for this school is 112%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

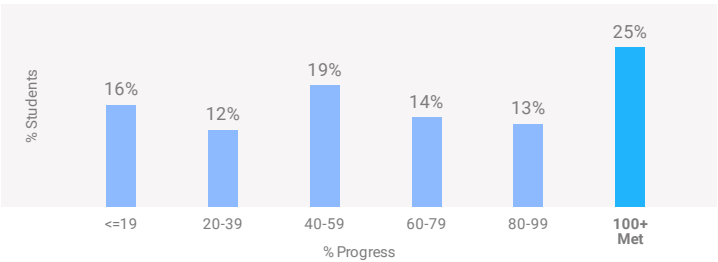


Mid or Above Grade Level (From 3%)
Early On Grade Level (From 11%)
One Grade Level Below (From 43%)
Two Grade Levels Below (From 25%)
Three or More Grade Levels Below (From 18%)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 7 of 7

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	84%	45%	61%	24%	61%	96/97
Grade 1	81%	41%	55%	14%	51%	86/86
Grade 2	107%	55%	68%	28%	66%	116/117
Grade 3	109%	53%	56%	19%	59%	120/120
Grade 4	132%	61%	68%	27%	58%	107/107

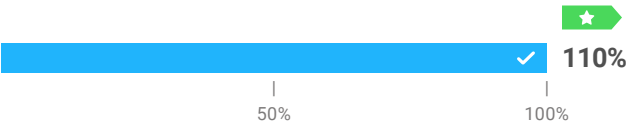
School	Santa Monica Blvd Cmty School
Subject	Reading
Academic Year	2022 - 2023
Hispanic or Latino	Yes - Hispanic or Latino
Comparison Diagnostic	Final Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	✓ 138%	64%	63%	27%	62%	107/107
Grade 6	✓ 207%	72%	76%	32%	67%	78/78

School	Santa Monica Blvd Cmty School
Subject	Reading
Academic Year	2022 - 2023
Comparison Diagnostic	Final Diagnostic

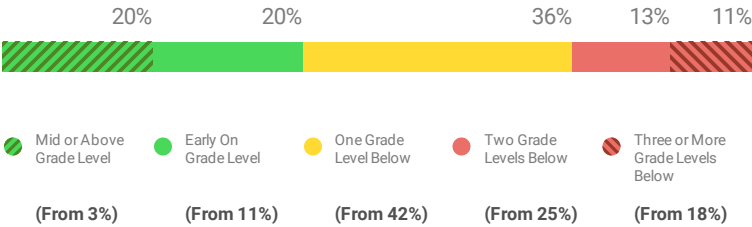
Students Assessed/Total: 731/733

Progress to Annual Typical Growth (Median)

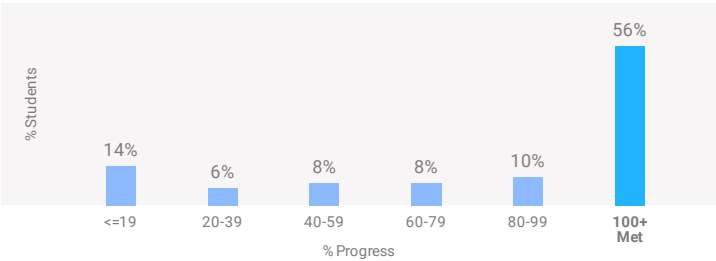


The median percent progress towards Typical Growth for this school is 110%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

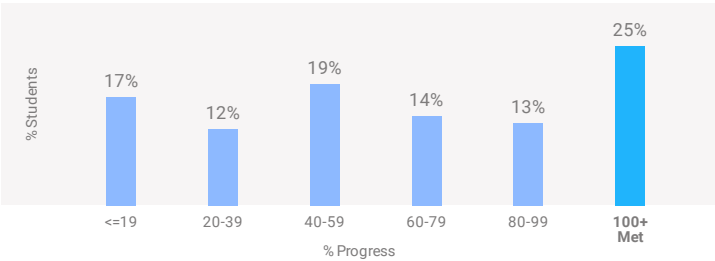
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 7 of 7

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	84%	45%	61%	24%	62%	97/98
Grade 1	82%	41%	56%	14%	52%	88/88
Grade 2	107%	55%	67%	29%	64%	121/122
Grade 3	113%	54%	57%	20%	60%	122/122
Grade 4	134%	61%	69%	27%	57%	110/110

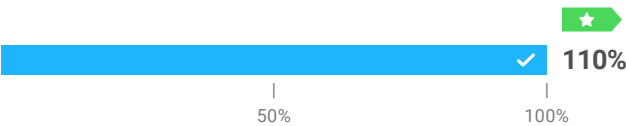
School	Santa Monica Blvd Cmty School
Subject	Reading
Academic Year	2022 - 2023
Comparison Diagnostic	Final Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	✓ 135%	62%	62%	26%	60%	114/114
Grade 6	✓ 207%	71%	76%	32%	66%	79/79

School	Santa Monica Blvd Cmty School
Subject	Reading
Academic Year	2022 - 2023
Economically Disadvantaged	Yes - Economically Disadvantaged
Comparison Diagnostic	Final Diagnostic

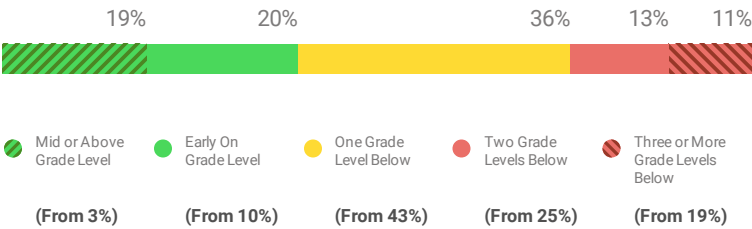
Students Assessed/Total: 702/704

Progress to Annual Typical Growth (Median)



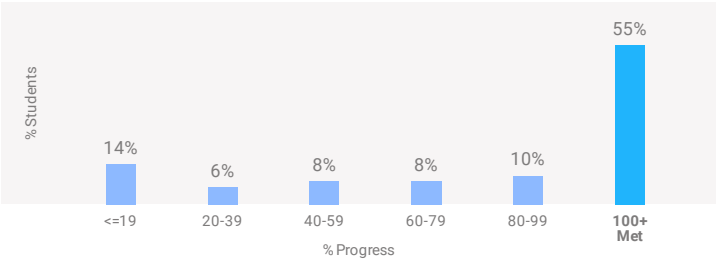
The median percent progress towards Typical Growth for this school is 110%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

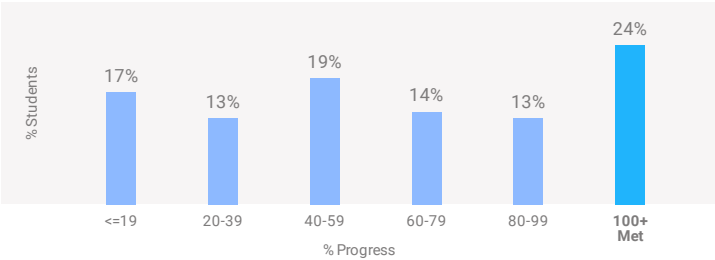


(From 3%) (From 10%) (From 43%) (From 25%) (From 19%)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 7 of 7

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	84%	44%	61%	22%	61%	95/96
Grade 1	76%	37%	53%	12%	49%	81/81
Grade 2	108%	56%	68%	30%	65%	118/119
Grade 3	116%	54%	58%	20%	59%	116/116
Grade 4	131%	60%	68%	28%	56%	108/108

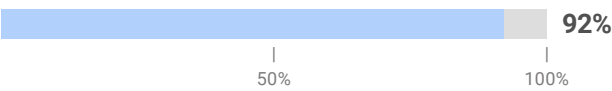
School	Santa Monica Blvd Cmty School
Subject	Reading
Academic Year	2022 - 2023
Economically Disadvantaged	Yes - Economically Disadvantaged
Comparison Diagnostic	Final Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	133%	62%	61%	26%	59%	108/108
Grade 6	207%	70%	76%	32%	66%	76/76

School	Santa Monica Blvd Cmty School
Subject	Reading
Academic Year	2022 - 2023
Special Education	Yes - Special Education
Comparison Diagnostic	Final Diagnostic

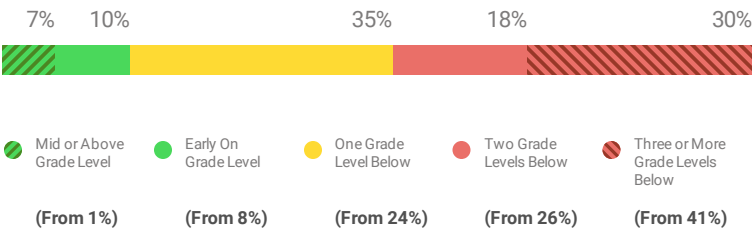
Students Assessed/Total: 133/133

Progress to Annual Typical Growth (Median)



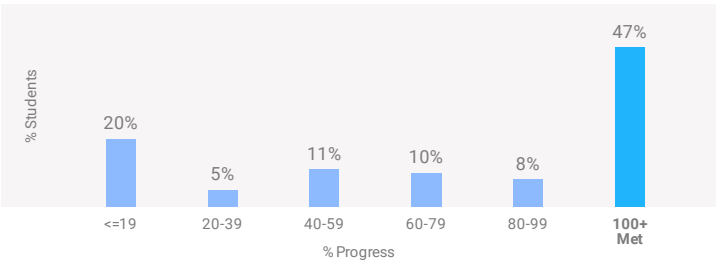
The median percent progress towards Typical Growth for this school is 92%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

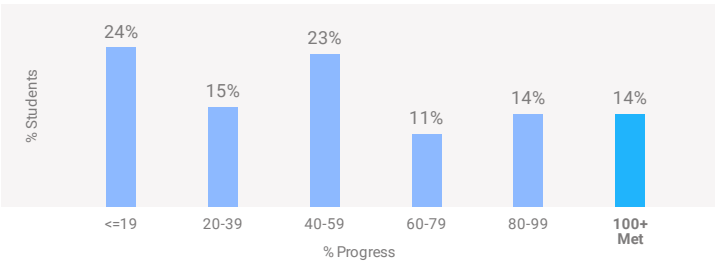


(From 1%) (From 8%) (From 24%) (From 26%) (From 41%)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 7 of 7

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	55%	27%	40%	7%	27%	15/15
Grade 1	74%	44%	52%	6%	50%	18/18
Grade 2	80%	38%	47%	25%	50%	24/24
Grade 3	69%	37%	32%	4%	37%	27/27
Grade 4	121%	53%	55%	20%	47%	15/15

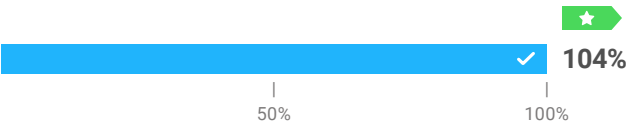
School	Santa Monica Blvd Cmty School
Subject	Reading
Academic Year	2022 - 2023
Special Education	Yes - Special Education
Comparison Diagnostic	Final Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	✓ 112%	61%	48%	11%	72%	18/18
Grade 6	✓ 212%	75%	78%	31%	69%	16/16

School	Santa Monica Blvd Cmty School
Subject	Math
Academic Year	2023 - 2024
English Learner	Yes - English Learner
Comparison Diagnostic	Final Diagnostic

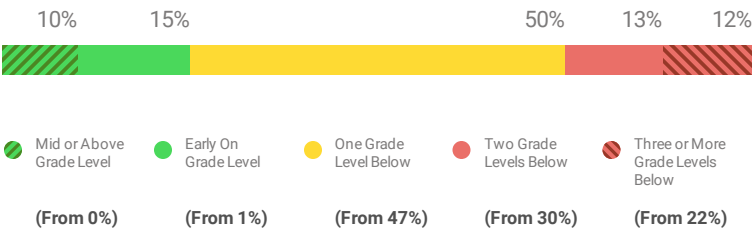
Students Assessed/Total: 401/403

Progress to Annual Typical Growth (Median)



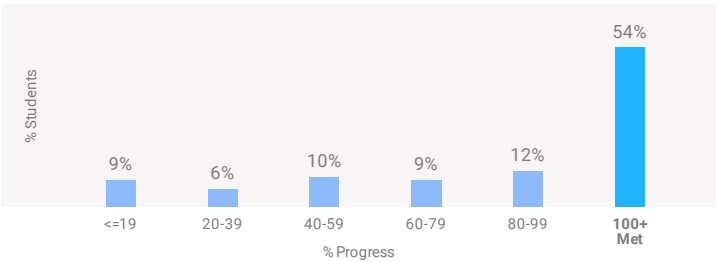
The median percent progress towards Typical Growth for this school is 104%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

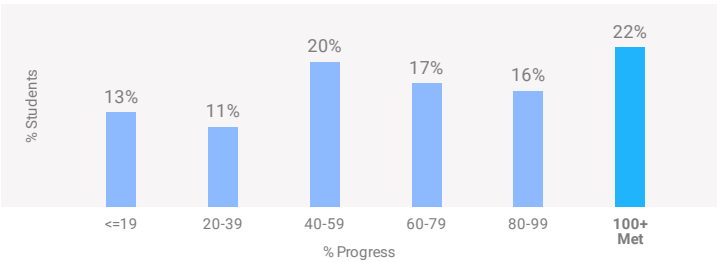


Mid or Above Grade Level (From 0%) Early On Grade Level (From 1%) One Grade Level Below (From 47%) Two Grade Levels Below (From 30%) Three or More Grade Levels Below (From 22%)

Distribution of Progress to Annual Typical Growth



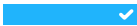
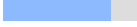
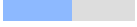
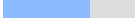
Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 7 of 7

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	 113%	64%	 92%	48%	55%	75/76
Grade 1	 76%	38%	 58%	14%	42%	69/70
Grade 2	 122%	63%	 78%	20%	57%	46/46
Grade 3	 81%	40%	 53%	15%	61%	75/75
Grade 4	 117%	64%	 66%	20%	84%	61/61

School	Santa Monica Blvd Cmty School
Subject	Math
Academic Year	2023 - 2024
English Learner	Yes - English Learner
Comparison Diagnostic	Final Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	116%	63%	65%	18%	73%	40/40
Grade 6	100%	54%	49%	14%	57%	35/35



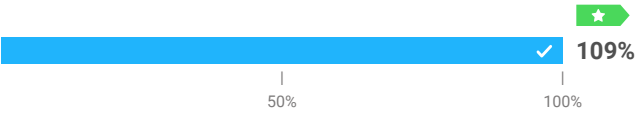
Diagnostic Growth

School
Subject
Academic Year
Hispanic or Latino
Comparison Diagnostic

Santa Monica Blvd Cmty School
Math
2023 - 2024
Yes - Hispanic or Latino
Final Diagnostic

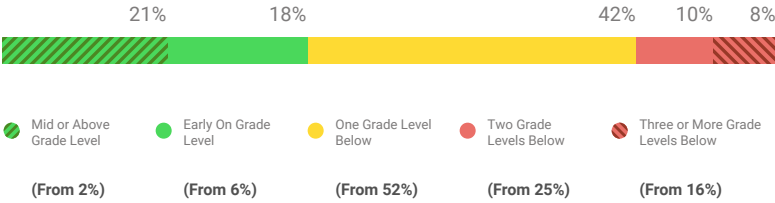
Students Assessed/Total: 695/700

Progress to Annual Typical Growth (Median)

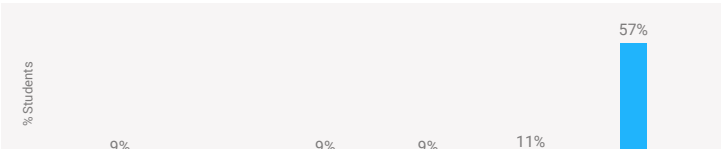


The median percent progress towards Typical Growth for this school is 109%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

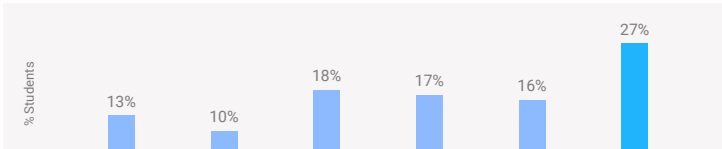
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



08/12/24

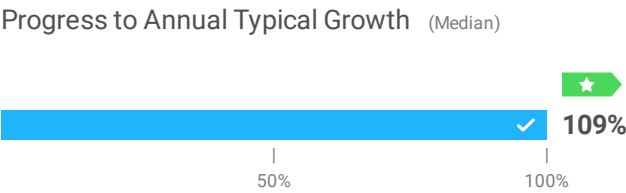
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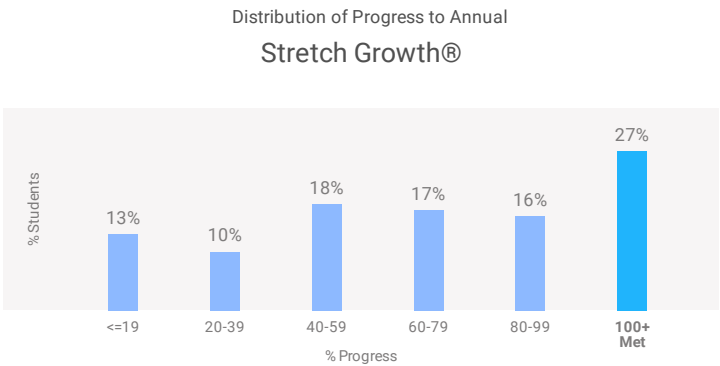
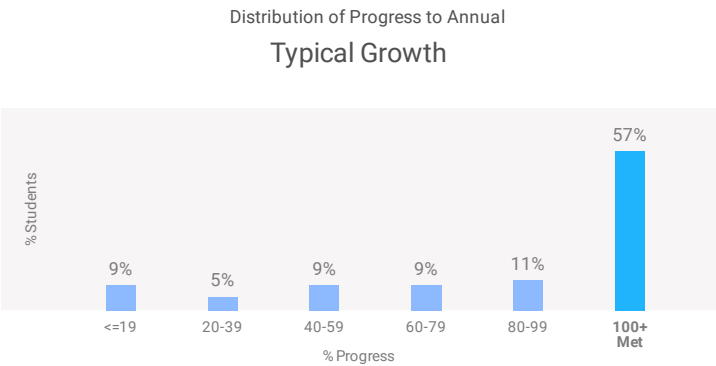
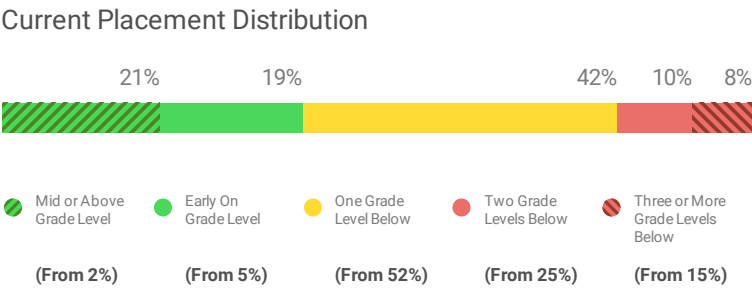
Choose to Show Results By						
Grade						
Showing 7 of 7						
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	113%	62%	90%	44%	55%	87/89
Grade 1	76%	40%	57%	17%	49%	103/104
Grade 2	117%	63%	75%	19%	58%	79/79
Grade 3	92%	45%	66%	19%	67%	121/122
Grade 4	122%	67%	76%	30%	82%	121/122
Grade 5	133%	68%	73%	35%	74%	112/112
Grade 6	122%	58%	54%	24%	61%	72/72

School	Santa Monica Blvd Cmty School
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

Students Assessed/Total: 713/720



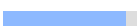
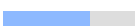
The median percent progress towards Typical Growth for this school is 109%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

Grade

Showing 7 of 7

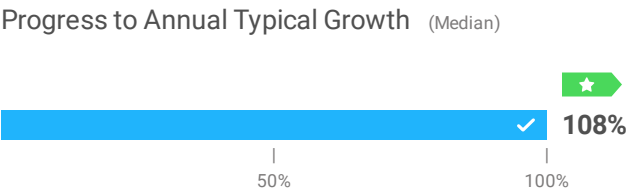
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	 111%	61%	 90%	43%	55%	88/90
Grade 1	 78%	41%	 59%	18%	47%	106/108
Grade 2	 117%	63%	 75%	19%	59%	80/80
Grade 3	 92%	45%	 66%	18%	67%	126/127
Grade 4	 122%	66%	 76%	30%	82%	124/126

School	Santa Monica Blvd Cmty School
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

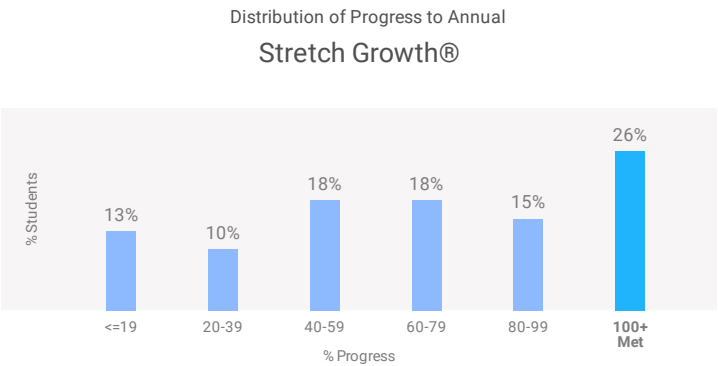
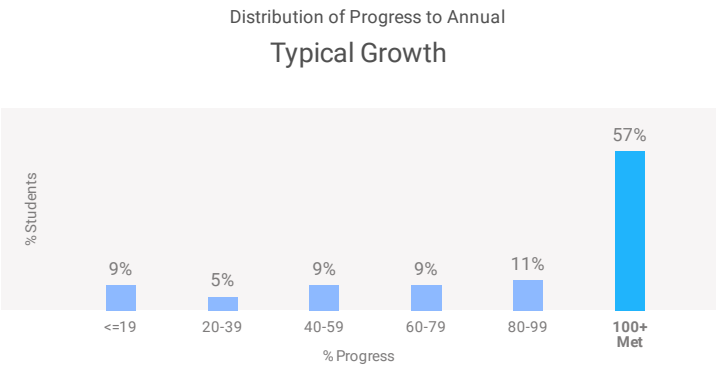
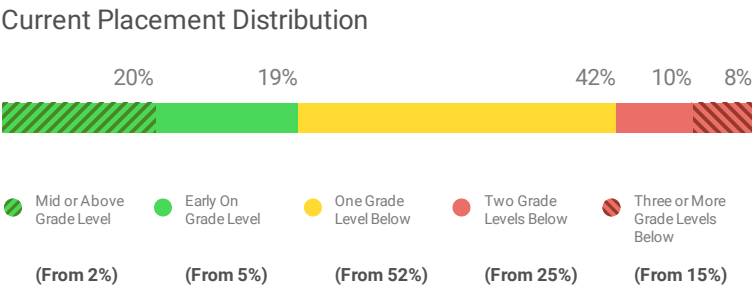
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	✓ 133%	68%	73%	35%	74%	113/113
Grade 6	✓ 125%	61%	54%	25%	63%	76/76

School	Santa Monica Blvd Cmty School
Subject	Math
Academic Year	2023 - 2024
Economically Disadvantaged	Yes - Economically Disadvantaged
Comparison Diagnostic	Final Diagnostic

Students Assessed/Total: 691/697



The median percent progress towards Typical Growth for this school is 108%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

Grade

Showing 7 of 7

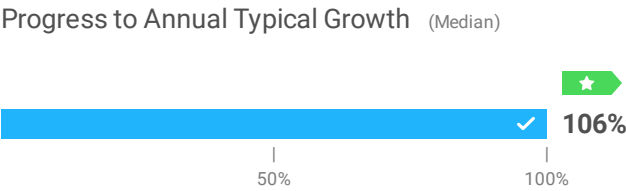
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	 109%	60%	 90%	44%	54%	85/86
Grade 1	 79%	41%	 59%	18%	48%	105/107
Grade 2	 116%	62%	 74%	18%	58%	76/76
Grade 3	 92%	45%	 66%	19%	68%	122/123
Grade 4	 119%	65%	 75%	28%	82%	120/122

School	Santa Monica Blvd Cmty School
Subject	Math
Academic Year	2023 - 2024
Economically Disadvantaged	Yes - Economically Disadvantaged
Comparison Diagnostic	Final Diagnostic

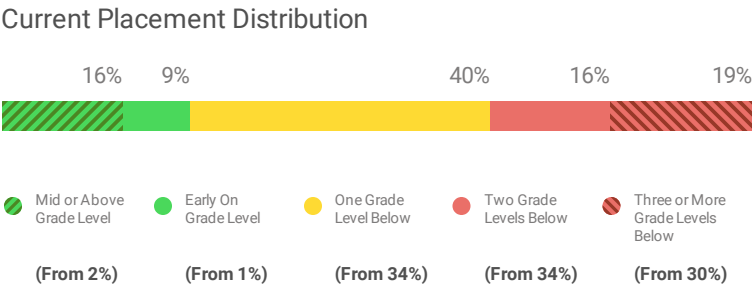
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	130%	67%	72%	33%	73%	109/109
Grade 6	127%	61%	56%	26%	62%	74/74

School	Santa Monica Blvd Cmty School
Subject	Math
Academic Year	2023 - 2024
Special Education	Yes - Special Education
Comparison Diagnostic	Final Diagnostic

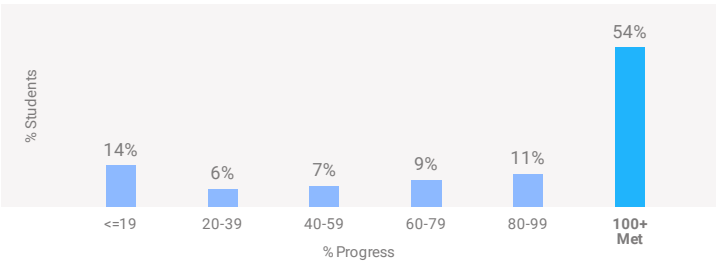
Students Assessed/Total: 140/142



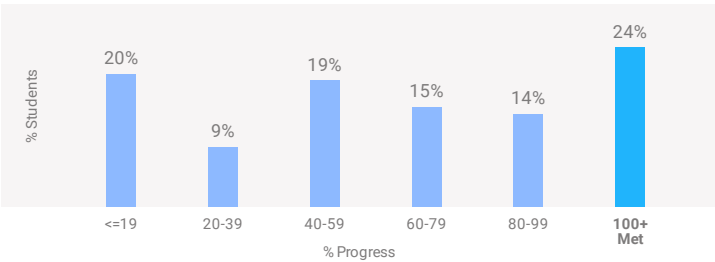
The median percent progress towards Typical Growth for this school is 106%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Distribution of Progress to Annual Typical Growth



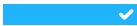
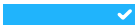
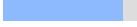
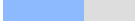
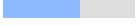
Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 7 of 7

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	 125%	60%	 103%	53%	40%	15/16
Grade 1	 106%	57%	 67%	29%	52%	21/21
Grade 2	 121%	60%	 77%	20%	60%	20/20
Grade 3	 90%	42%	 61%	12%	54%	26/26
Grade 4	 100%	50%	 58%	27%	85%	26/27

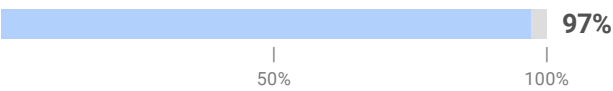
School	Santa Monica Blvd Cmty School
Subject	Math
Academic Year	2023 - 2024
Special Education	Yes - Special Education
Comparison Diagnostic	Final Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	120%	65%	71%	24%	71%	17/17
Grade 6	47%	47%	20%	7%	53%	15/15

School	Santa Monica Blvd Cmty School
Subject	Math
Academic Year	2022 - 2023
English Learner	Yes - English Learner
Comparison Diagnostic	Final Diagnostic

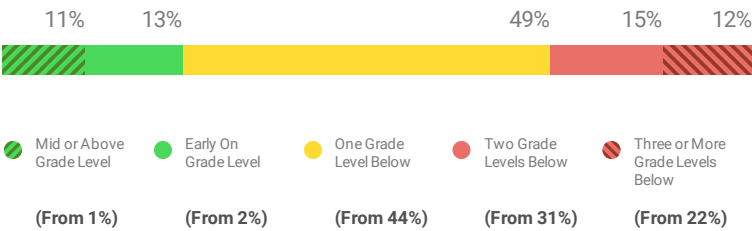
Students Assessed/Total: 402/404

Progress to Annual Typical Growth (Median)

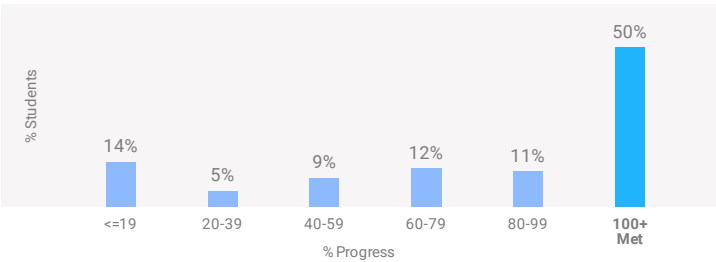


The median percent progress towards Typical Growth for this school is 97%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

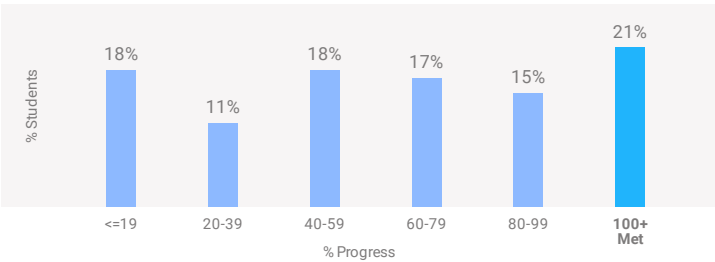
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



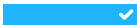
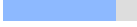
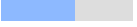
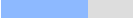
Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 7 of 7

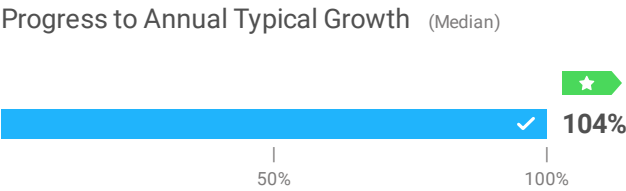
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	 108%	58%	 86%	39%	46%	76/78
Grade 1	 76%	27%	 54%	10%	47%	51/51
Grade 2	 118%	57%	 77%	29%	57%	76/76
Grade 3	 85%	39%	 56%	8%	60%	62/62
Grade 4	 109%	63%	 66%	21%	77%	43/43

School	Santa Monica Blvd Cmty School
Subject	Math
Academic Year	2022 - 2023
English Learner	Yes - English Learner
Comparison Diagnostic	Final Diagnostic

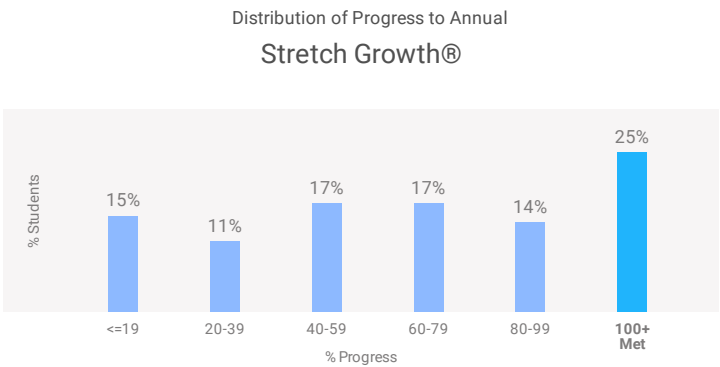
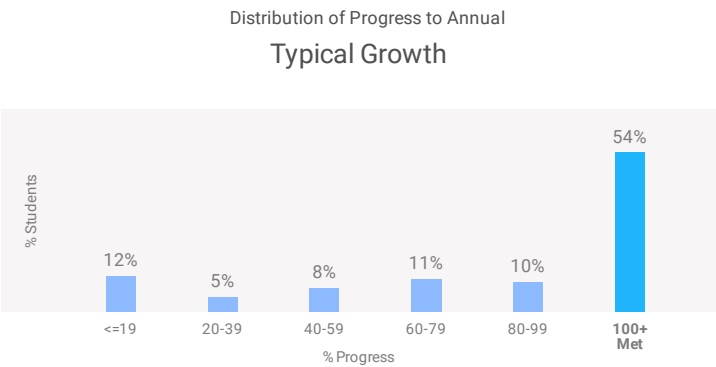
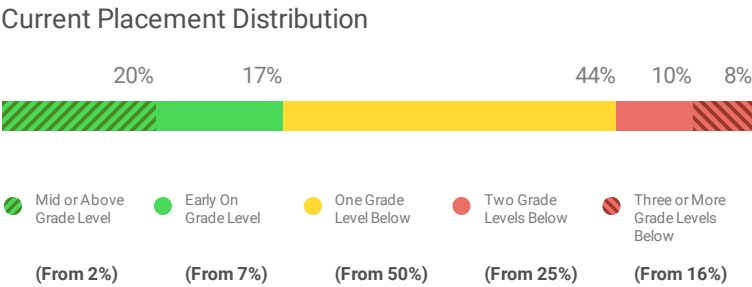
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	95%	50%	50%	13%	63%	56/56
Grade 6	111%	53%	49%	18%	68%	38/38

School	Santa Monica Blvd Cmty School
Subject	Math
Academic Year	2022 - 2023
Hispanic or Latino	Yes - Hispanic or Latino
Comparison Diagnostic	Final Diagnostic

Students Assessed/Total: 706/712



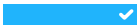
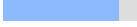
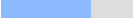
The median percent progress towards Typical Growth for this school is 104%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

Grade

Showing 7 of 7

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	 111%	62%	 90%	41%	51%	94/97
Grade 1	 76%	27%	 54%	10%	43%	84/86
Grade 2	 112%	58%	 76%	32%	59%	116/117
Grade 3	 87%	43%	 60%	18%	64%	120/120
Grade 4	 109%	63%	 68%	24%	78%	107/107

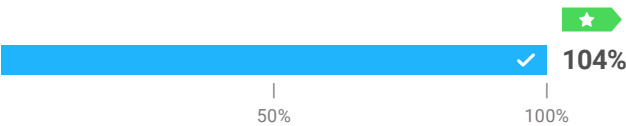
School	Santa Monica Blvd Cmty School
Subject	Math
Academic Year	2022 - 2023
Hispanic or Latino	Yes - Hispanic or Latino
Comparison Diagnostic	Final Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	✓ 114%	56%	59%	21%	65%	107/107
Grade 6	✓ 134%	67%	65%	29%	76%	78/78

School	Santa Monica Blvd Cmty School
Subject	Math
Academic Year	2022 - 2023
Comparison Diagnostic	Final Diagnostic

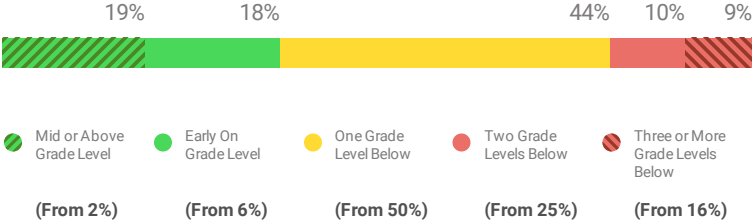
Students Assessed/Total: 726/733

Progress to Annual Typical Growth (Median)

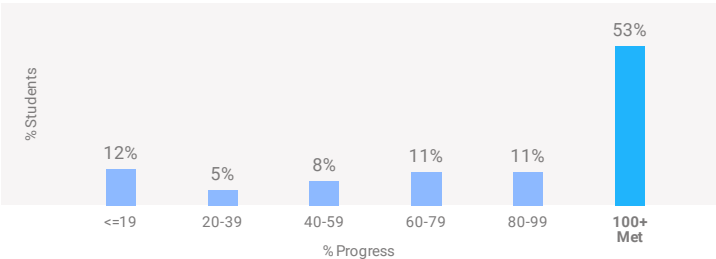


The median percent progress towards Typical Growth for this school is 104%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

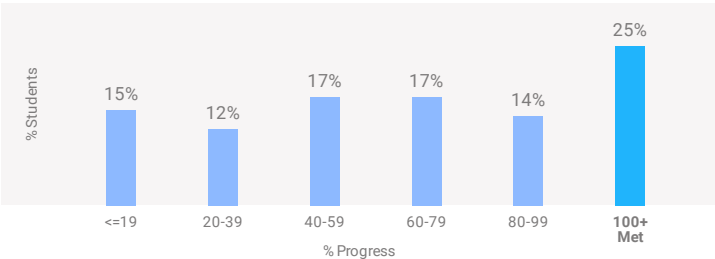
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 7 of 7

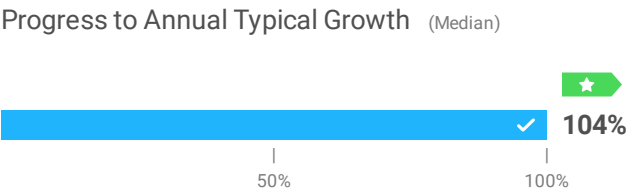
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	113%	62%	90%	42%	52%	95/98
Grade 1	76%	27%	54%	9%	42%	86/88
Grade 2	112%	58%	75%	31%	60%	121/122
Grade 3	88%	43%	60%	19%	65%	122/122
Grade 4	109%	62%	68%	25%	77%	110/110

School	Santa Monica Blvd Cmty School
Subject	Math
Academic Year	2022 - 2023
Comparison Diagnostic	Final Diagnostic

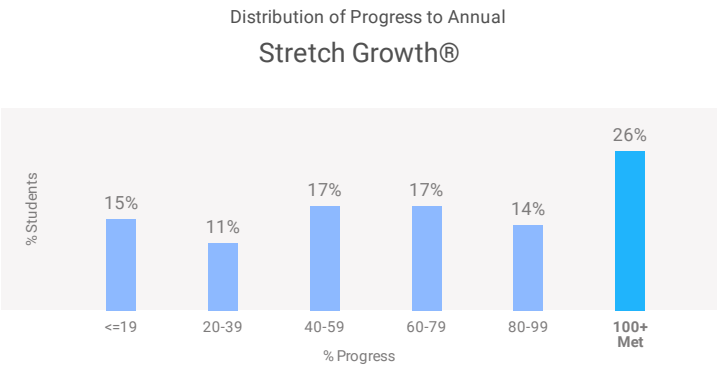
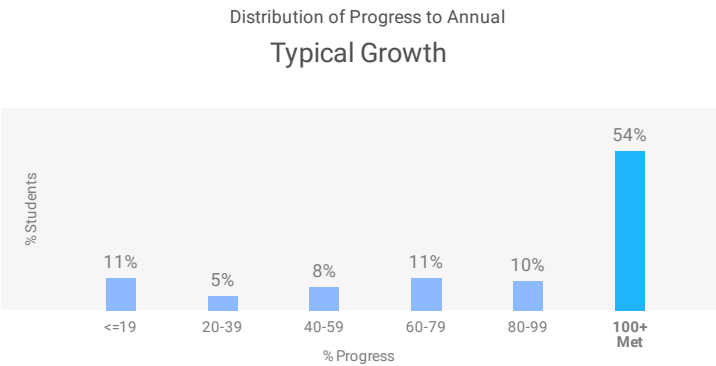
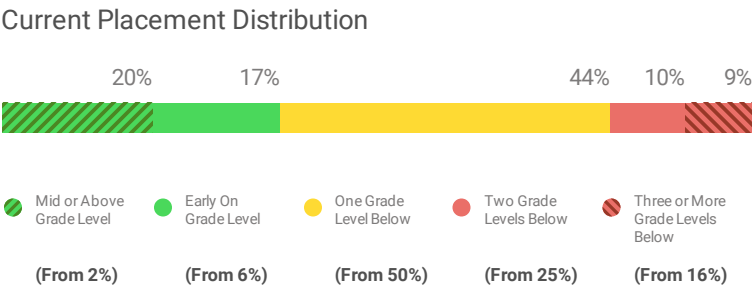
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	✓ 106%	55%	59%	22%	65%	113/114
Grade 6	✓ 136%	67%	66%	30%	76%	79/79

School	Santa Monica Blvd Cmty School
Subject	Math
Academic Year	2022 - 2023
Economically Disadvantaged	Yes - Economically Disadvantaged
Comparison Diagnostic	Final Diagnostic

Students Assessed/Total: 697/704



The median percent progress towards Typical Growth for this school is 104%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

Grade

Showing 7 of 7

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	 109%	61%	 90%	41%	51%	93/96
Grade 1	 76%	28%	 54%	10%	41%	79/81
Grade 2	 112%	59%	 77%	31%	61%	118/119
Grade 3	 88%	43%	 60%	18%	65%	116/116
Grade 4	 109%	62%	 68%	25%	77%	108/108

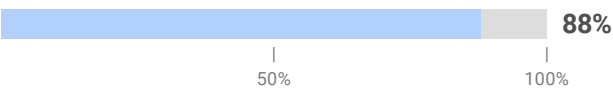
School	Santa Monica Blvd Cmty School
Subject	Math
Academic Year	2022 - 2023
Economically Disadvantaged	Yes - Economically Disadvantaged
Comparison Diagnostic	Final Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	✓ 115%	55%	60%	23%	66%	107/108
Grade 6	✓ 136%	67%	67%	32%	76%	76/76

School	Santa Monica Blvd Cmty School
Subject	Math
Academic Year	2022 - 2023
Special Education	Yes - Special Education
Comparison Diagnostic	Final Diagnostic

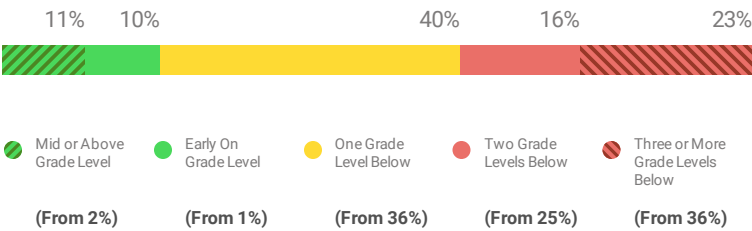
Students Assessed/Total: 132/133

Progress to Annual Typical Growth (Median)

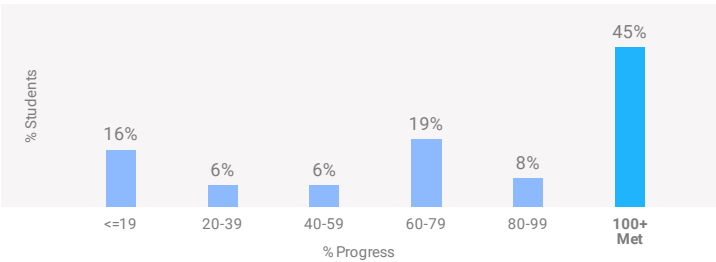


The median percent progress towards Typical Growth for this school is 88%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

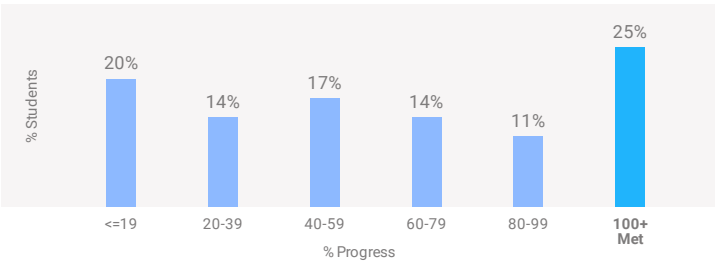
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 7 of 7

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	100%	57%	82%	29%	36%	14/15
Grade 1	81%	33%	65%	17%	50%	18/18
Grade 2	108%	54%	73%	33%	54%	24/24
Grade 3	73%	30%	54%	19%	48%	27/27
Grade 4	133%	67%	71%	33%	73%	15/15

School	Santa Monica Blvd Cmty School
Subject	Math
Academic Year	2022 - 2023
Special Education	Yes - Special Education
Comparison Diagnostic	Final Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	✓ 108%	50%	53%	22%	78%	18/18
Grade 6	67%	38%	29%	25%	50%	16/16

ATTACHMENT D

**LOS ANGELES UNIFIED SCHOOL DISTRICT****Board of Education Report****DESEGREGATION IMPACT STATEMENT (DIS)****SANTA MONICA BOULEVARD COMMUNITY CHARTER****BOARD OF EDUCATION REPORT 096 – 24/25**

November 19, 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 950 students in grades TK-6 in each year of the charter term.

II. Summary Description of Current District Practice:

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

III. Proposed Change:

The approval of this charter petition would renew the charter of Santa Monica Boulevard Community Charter 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:

Kristi Maar
Specialist,
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

[Return to Order of Business](#)

TAB 29



Board of Education Report

File #: Rep-097-24/25, Version: 1

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

November 19, 2024

Charter Schools Division

Action Proposed:

Approve the renewal petition for Synergy Charter Academy (“Charter School”), located in Board District 5 and Region East, for five (5) years, beginning July 1, 2025 until June 30, 2030, to serve up to 360 students in grades TK-5 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:

Synergy Charter Academy is a K-5 school serving 318 students currently on the campus of Quincy Jones Elementary, as a co-location through Proposition 39, at 900 E. 33rd Street, Los Angeles, CA, 90011 in Board District 5 and Region East. Synergy Charter Academy was originally approved by the LAUSD Board of Education on February 9, 2004. On September 20, 2016, the charter school was renewed for a five-year term to serve 360 students in grades K-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 Synergy Charter Academy expires June 30, 2025.

On August 21, 2024, Synergy Charter Academy submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through November 19, 2024.

An initial Public Hearing was held on September 10, 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 Synergy 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 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. 097, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of 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.

File #: Rep-097-24/25, Version: 1

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 - Synergy Charter Academy Data Set

Attachment C - Desegregation Impact Statement

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

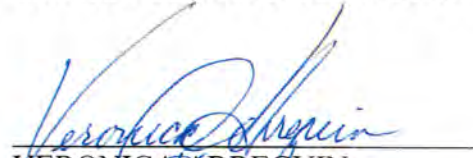
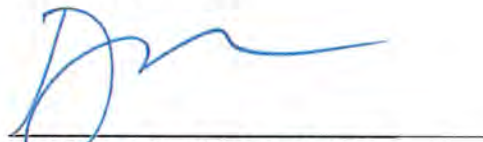
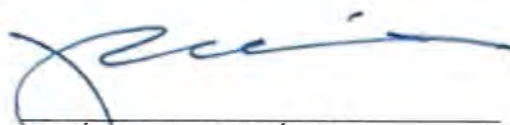
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Informatives:

Not applicable

Submitted:

10/22/24

RESPECTFULLY SUBMITTED,
ALBERTO M. CARVALHO
Superintendent**APPROVED & PRESENTED BY:**
VERONICA ARREGUIN
Chief Strategy Officer
Office of the Chief Strategy Officer**REVIEWED BY:**
DEVORA NAVERA REED
General Counsel☒ Approved as to form.**APPROVED & PRESENTED BY:**
JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division**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 097-24/25

November 19, 2024

School Name:	Synergy Charter Academy			BOARD IS REQUIRED TO TAKE ACTION BY: November 19, 2024
Type of Charter School:	Start-Up Independent Charter School			
Charter Operator	Synergy Academies			
Location Code:	7029			
Type of Site(s):	Proposition 39 Co-Location			
Site Address(es):	900 E. 33 rd Street, Los Angeles, CA 90011 (Quincy Jones ES)			
Board District(s):	5	Region(s):	East	
Grade Levels Served:	TK-5	Current Enrollment:	318	
Grade Levels Authorized in Current Charter:	TK-5	Approved Enrollment in Current Charter:	360	
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 Synergy Charter Academy ("Charter School"), located in Board District 5 and Region East, for a term of five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 360 students in grades TK-5 in each year of the charter term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

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

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners 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

	Synergy Charter Academy
Initial Authorization:	On February 9, 2004, Synergy Charter Academy was authorized by the LAUSD Board of Education to serve 360 students in grades K-5.
Most Recent Renewal	The charter was renewed on September 20, 2016 for a five-year term (July 1, 2017 - June 30, 2022) to serve up to 360 students in grades K-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

	Synergy Charter Academy
	additional year. Thus, by operation of law, the charter term for Synergy Charter Academy expires June 30, 2025.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Synergy Charter Academy submitted its renewal petition application on August 21, 2024. The 90-day statutory timeline for Board action on the petition runs through November 19, 2024.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Synergy Charter Academy implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Synergy Charter Academy participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Synergy Charter Academy is operated by Synergy Academies, a California nonprofit public benefit corporation that also operates two other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Synergy 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 Schol 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 has attained measurable increases in academic achievement schoolwide and for numerically significant student groups. Please see the attached Synergy Charter Academy Data Set.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels were 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.

Synergy Charter Academy Dashboard Indicators

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

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

c. English Language Arts Indicator

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

Synergy 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	-15.3	Low	-12.2	Lower
Latino	Met	Low	-15.3	Low	-38.6	Higher
English Learner	Met	Low	-20.4	Low	-61.2	Higher
Socioeconomically Disadvantaged	Met	Low	-16.3	Low	-41.4	Higher

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

Synergy 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	-6.9	8.4	Orange	-13.6	Higher
Latino	Met	Yellow	-8.2	7.1	Orange	-40.2	Higher
English Learner	Met	Yellow	-16.9	3.5	Orange	-67.7	Higher
Socioeconomically Disadvantaged	Met	Yellow	-8.9	7.4	Orange	-42.6	Higher
Students with Disabilities	Met	No Performance Color	-81.8	29.0	Red	-96.3	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 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 four numerically significant student groups. The Students with Disabilities student group was numerically significant in 2023.

Synergy 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	Medium	-20.1	Low	-51.7	Higher
Latino	Met	Medium	-20.9	Low	-83.4	Higher
English Learner	Met	Low	-29.5	Low	-92.0	Higher
Socioeconomically Disadvantaged	Met	Medium	-20.8	Low	-84.0	Higher

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

Synergy 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	Green	-14.3	5.9	Orange	-49.1	Higher
Latino	Met	Green	-14.9	5.9	Orange	-80.8	Higher
English Learner	Met	Green	-22.5	7.0	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Green	-14.9	5.9	Yellow	-80.8	Higher
Students with Disabilities	Met	No Performance Color	-87.7	1.3	Orange	-127.3	Higher

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

a. English Learner Progress Indicator

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

Synergy 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	High	61.5%	Medium	50.3%	Higher

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

Synergy 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	Red	43.5%	-17.9%	Yellow	48.7%	Lower

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

b. College/Career Indicator

Not applicable

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

d. Graduation Indicator [HS only]

Not applicable

e. 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.

f. 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."

g. Reclassification Rates

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

h. 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 Synergy 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>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>Accomplished</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>Accomplished</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.

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

VII. FISCAL MANAGEMENT AND PERFORMANCEa. Fiscal Condition

Synergy 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	\$4,566,182	\$5,257,320	\$5,829,579	\$6,427,720	\$6,848,023
Net Income/Loss	\$671,517	\$691,138	\$572,259	\$598,141	\$420,303
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Norm Enrollment	312	310	302	305	314

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.

Synergy Academies					
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	\$21,595,804	\$1,743,478	\$1,246,833	\$59,464

Synergy 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
E	2	7029	Synergy Charter Academy	All Students	151	-15.3	Low	-12.2	Low	Lower	151	Yellow	-6.9	8.4	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	--	0	--	--	--	--	Orange	-59.6	-2	Maintained	--
				English Learner	76	-20.4	Low	-61.2	Low	Higher	81	Yellow	-16.9	3.5	Increased	Orange	-67.7	-6.5	Declined	Higher
				Filipino	0	--	--	42.9	High	--	*	No Color	--	--	No Change Level	Green	44	1.1	Maintained	--
				Foster Youth	*	-	No Performance Level	-85.6	Very Low	--	0	--	--	--	--	Red	-89.2	-2.5	Maintained	--
				Homeless Youth	*	-	No Performance Level	-62.9	Low	--	*	No Color	--	--	No Change Level	Orange	-67.9	-5	Declined	--
				Latino	148	-15.3	Low	-38.6	Low	Higher	150	Yellow	-8.2	7.1	Increased	Orange	-40.2	-1.7	Maintained	Higher
				Native Hawaiian or Pacific Islander	0	--	--	-29.1	Low	--	0	--	--	--	--	Orange	-32.5	-3.4	Declined	--
				Socioeconomically Disadvantaged	146	-16.3	Low	-41.4	Low	Higher	144	Yellow	-8.9	7.4	Increased	Orange	-42.6	-1.2	Maintained	Higher
				Students with Disabilities	26	-110.8	No Performance Level	-97.3	Very Low	--	32	No Color	-81.8	29	Increased Significantly	Red	-96.3	1.8	Maintained	Higher
				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 *	100%	--	--	100%	100%	--	100%	100%	100%	--	100%	100%	--	--
Participation Rate Met 2022 *	Yes	--	--	Yes	Yes	--	Yes	Yes	Yes	--	Yes	Yes	--	--
Percent of students tested in 2023	100%	--	--	--	100%	100%	--	100%	100%	--	100%	100%	--	--
Participation Rate Met 2023	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

Synergy 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
E	2	7029	Synergy Charter Academy	All Students	151	-20.1	Medium	-51.7	Low	Higher	151	Green	-14.3	5.9	Increased	Orange	-49.1	2.6	Maintained	Higher
				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	--	0	--	--	--	--	Red	-104.5	2.6	Maintained	--
				English Learner	76	-29.5	Low	-92.0	Low	Higher	81	Green	-22.5	7.0	Increased	Orange	-93.4	-1.4	Maintained	Higher
				Filipino	0	--	--	2.7	High	--	*	No Color	--	--	No Change Level	Green	7.4	4.8	Increased	--
				Foster Youth	*	-	No Performance Level	-126.3	Very Low	--	0	--	--	--	--	Red	-127.4	1.4	Maintained	--
				Homeless Youth	*	-	No Performance Level	-101.8	Very Low	--	*	No Color	--	--	No Change Level	Red	-101.3	0.5	Maintained	--
				Latino	148	-20.9	Medium	-83.4	Low	Higher	150	Green	-14.9	5.9	Increased	Orange	-80.8	2.6	Maintained	Higher
				Native Hawaiian or Pacific Islander	0	--	--	-71.3	Low	--	0	--	--	--	--	Orange	-71.3	0.0	Maintained	--
				Socioeconomically Disadvantaged	146	-20.8	Medium	-84.0	Low	Higher	144	Green	-14.9	5.9	Increased	Yellow	-80.8	3.2	Increased	Higher
				Students with Disabilities	26	-88.9	No Performance Level	-130.8	Very Low	--	32	No Color	-87.7	1.3	Maintained	Orange	-127.3	5.5	Increased	Higher
				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 **	100%	--	--	100%	100%	--	100%	100%	100%	--	100%	100%	--	--
Participation Rate Met 2022 *	Yes	--	--	Yes	Yes	--	Yes	Yes	Yes	--	Yes	Yes	--	--
Percent of students tested in 2023	100%	--	--	--	100%	100%	--	100%	100%	--	100%	100%	--	--
Participation Rate Met 2023	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

Synergy 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
E	2	7029	Synergy Charter Academy	English Learner	96	61.5%	High	50.3%	Medium	Higher	85	Red	43.5%	-17.9%	Declined 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	116	116	100.0%	Yes
2023	109	109	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		
Synergy Charter Academy		State
ELs Who Progressed at Least One ELPI Level	61.5%	47.5%
ELs Who Maintained ELPI Level 4	0.0%	2.8%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	29.2%	31.4%
ELs Who Decreased at Least One ELPI Level	9.4%	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		
Synergy Charter Academy		State
ELs Who Progressed at Least One ELPI Level	43.5%	46.4%
ELs Who Maintained ELPI Level 4	0.0%	2.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	34.1%	32.7%
ELs Who Decreased at Least One ELPI Level	22.4%	18.6%

Synergy 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/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/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
E	2	7029	Synergy Charter Academy	All Students	302	30.1%	Very High	30.0%	Very High	Higher	305	Yellow	24.9%	-5.2%	Declined Significantly	Yellow	24.3%	-5.7	Declined Significantly	Higher
				American Indian or Alaska Native	0	--	--	42.9%	Very High	--	0	--	--	--	--	Yellow	36.1%	-6.8	Declined Significantly	--
				Asian	0	--	--	11.5%	High	--	0	--	--	--	--	Yellow	10.1%	-1.4	Declined	--
				Black or African American	*	--	No Performance Level	42.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	36.4%	-6.5	Declined Significantly	--
				English Learner	126	17.5%	High	33.6%	Very High	Lower	111	Red	25.2%	7.8%	Increased	Yellow	26.3%	-7.3	Declined Significantly	Lower
				Filipino	0	--	--	16.2%	High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	13.8%	-2.4	Declined	--
				Foster Youth	*	--	No Performance Level	42.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	33.6%	-8.5	Declined Significantly	--
				Homeless Youth	*	--	No Performance Level	45.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	38.7%	-6.4	Declined Significantly	--
				Latino	251	28.3%	Very High	35.8%	Very High	Lower	301	Yellow	24.6%	-3.7%	Declined Significantly	Yellow	28.4%	-7.4	Declined Significantly	Lower
				Native Hawaiian or Pacific Islander	0	--	--	43.9%	Very High	--	0	--	--	--	--	Yellow	37.6%	-6.3	Declined Significantly	--
				Socioeconomically Disadvantaged	291	29.9%	Very High	37.4%	Very High	Lower	293	Yellow	25.3%	-4.6%	Declined Significantly	Yellow	29.9%	-7.5	Declined Significantly	Lower
				Students with Disabilities	52	30.8%	Very High	39.6%	Very High	Lower	61	Orange	29.5%	-1.3%	Declined	Yellow	33.1%	-6.5	Declined Significantly	Lower
				Two or More Races	25	52.0%	No Performance Level	25.1%	Very High	--	0	--	--	--	--	Yellow	21.6%	-3.5	Declined Significantly	--
				White	21	23.8%	No Performance Level	21.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	18.5%	-3.5	Declined Significantly	--

Data Sources: California School Dashboard Research data files 2023

Synergy 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
E	2	7029	Synergy Charter Academy	All Students	305	0.0%	Very Low	3.1%	Medium	Lower	307	Blue	0.0%	0.0%	Maintained	Orange	3.5%	0.4%	Increased	Lower
				American Indian or Alaska Native	0	--	--	6.4%	High	--	0	--	--	--	--	Orange	7.4%	1.0%	Increased	--
				Asian	0	--	--	0.9%	Very Low	--	0	--	--	--	--	Green	1.1%	0.2%	Maintained	--
				Black or African American	*	--	No Performance Level	7.9%	High	--	*	No Color	--	--	No Change Level	Red	8.8%	0.9%	Increased	--
				English Learner	127	0.0%	Very Low	3.2%	Medium	Lower	111	Blue	0.0%	0.0%	Maintained	Orange	3.7%	0.5%	Increased	Lower
				Filipino	0	--	--	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	254	0.0%	Very Low	3.3%	Medium	Lower	302	Blue	0.0%	0.0%	Maintained	Orange	3.8%	0.5%	Increased	Lower
				Native Hawaiian or Pacific Islander	0	--	--	4.5%	Medium	--	0	--	--	--	--	Orange	4.9%	0.4%	Increased	--
				Socioeconomically Disadvantaged	293	0.0%	Very Low	4.0%	Medium	Lower	294	Blue	0.0%	0.0%	Maintained	Orange	4.5%	0.5%	Increased	Lower
				Students with Disabilities	53	0.0%	Very Low	5.4%	High	Lower	62	Blue	0.0%	0.0%	Maintained	Orange	5.9%	0.5%	Increased	Lower
				Two or More Races	25	0.0%	No Performance Level	2.9%	Medium	--	0	--	--	--	--	Orange	3.3%	0.4%	Increased	--
				White	21	0.0%	No Performance Level	2.6%	Medium	--	*	No Color	--	--	No Change Level	Yellow	2.9%	0.2%	Maintained	--

Data Sources: California School Dashboard Research data files 2023

Synergy 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
E	2	7029	Synergy Charter Academy	322	95.0%	0.0%	0.0%	0.0%	0.6%	39.8%	0.0%	0.6%	0.3%	98.4%	0.0%	0.0%	0.3%	95.0%	19.6%	0.0%	0.6%
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
E	2	7029	Synergy Charter Academy	305	96.1%	0.0%	0.0%	0.0%	0.7%	36.4%	0.3%	0.7%	0.3%	98.7%	0.0%	0.0%	0.0%	96.1%	18.0%	0.0%	0.3%
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>

Synergy 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
E	2	7029	Synergy 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>

Synergy 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/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/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
E	2	7029	Synergy Charter Academy	LTEL 6+ Years	0	0.0%	226,535	11.1%	0	0.0%	211,218	18.1%
				At-Risk 4-5 Years	15	10.1%	144,190	7.1%	17	10.5%	136,190	9.6%
				EL 0-3 Years	70	47.0%	505,487	24.8%	91	56.2%	519,652	26.0%
				EL 4+ Years Not At-Risk or LTEL	26	17.4%	236,323	11.6%	20	12.3%	207,773	10.4%
				EL total	111	74.5%	1,112,535	54.5%	128	79.0%	1,074,833	53.8%
				RFEP	38	25.5%	927,723	45.5%	34	21.0%	924,460	46.2%
				Total (Ever)	149	100.0%	2,040,258	100.0%	162	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>

Synergy 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/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 Special Education Enrollment

RG	BD	Location Code	School	OCT 2023 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
E	2	7029	Synergy Charter Academy	322	63	19.6%
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 %
E	2	7029	Synergy Charter Academy	305	55	18.0%
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
E	2	7029	Synergy Charter Academy	81.7%	18.3%	11	0	0	0	0	0	0	0	16	0	7	26	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
E	2	7029	Synergy Charter Academy	87.3%	12.7%	7	0	0	0	0	0	0	0	17	0	6	25	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

**LOS ANGELES UNIFIED SCHOOL DISTRICT****Board of Education Report****DESEGREGATION IMPACT STATEMENT (DIS)****SYNERGY CHARTER ACADEMY****BOARD OF EDUCATION REPORT 097 – 24/25**

November 19, 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 360 students in grades TK-5 in each year of the charter term.

II. Summary Description of Current District Practice:

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

III. Proposed Change:

The approval of this charter petition would renew the charter of Synergy 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:

KATHLEEN DI PAOLA
Specialist
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAM, III
Executive Director
Student Integration Services

[Return to Order of Business](#)

TAB 30



Board of Education Report

File #: Rep-098-24/25, Version: 1

Approval of the Renewal Petition for Fenton Avenue Charter [PUBLIC HEARING]

November 19, 2024

Charter Schools Division

Action Proposed:

Approve the renewal petition for Fenton Avenue Charter (“Charter School”), located in Board District 6 and Region North, for five (5) years, beginning July 1, 2025 until June 30, 2030, to serve up to 832 students in grades TK-5 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:

Fenton Avenue Charter is a TK-5 school currently serving 737 students on a District site in Lake View Terrace at 11828 Gain Street, Lake View Terrace, CA, 91342 in Board District 6 and Region North. Fenton Avenue Charter was originally approved by the LAUSD Board of Education on July 26, 1993. On November 20, 2016, the charter school was renewed for a five-year term to serve 832 students in grades TK, 3-5. The Board of Education approved a request for material revision on September 28, 2021, to expand grade levels to include grades K-2, thereby becoming a TK-5 school. 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 Fenton Avenue Charter expires June 30, 2025.

On August 21, 2024, Fenton Avenue Charter submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through November 19, 2024.

An initial Public Hearing was held on September 10, 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 Fenton Avenue Charter 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. 098, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of

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.

File #: Rep-098-24/25, Version: 1

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. The District and Charter School shall comply with the provisions set forth in the “District-Owned Facilities” section of the operative charter/FSDRL, particularly relating to the timelines and actions needed if Charter School and the District cannot execute an agreement [For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process] in time for such to be considered by the LAUSD Board of Education with the renewal of the charter petition.

Attachments:

Attachment A - Staff Assessment and Recommendation Report

Attachment B - Fenton Avenue Charter Data Set

Attachment C - Verified Data Reports

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/14Aof1naxu4lYM-UIL9IdNHX3Npr5HWG_?usp=drive_link≥](https://drive.google.com/drive/folders/14Aof1naxu4lYM-UIL9IdNHX3Npr5HWG_?usp=drive_link)

Informatives:

Not applicable

Submitted:

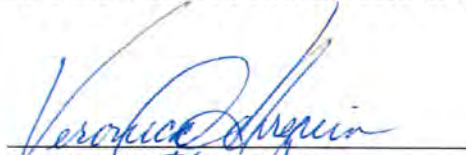
10/22/24

RESPECTFULLY SUBMITTED,



ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:



VERONICA ARREGUIN
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:



DEVORA NAVERA REED
General Counsel

☒ Approved as to form.

APPROVED & PRESENTED BY:



JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division

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 098-24/25

November 19, 2024

School Name:	Fenton Avenue Charter			BOARD IS REQUIRED TO TAKE ACTION BY: November 19, 2024
Type of Charter School:	Conversion Independent Charter School			
Charter Operator	Fenton Charter Public Schools			
Location Code:	3747			
Type of Site(s):	Sole Occupant Agreement on a District Facility			
Site Address(es):	11828 Gain Street, Lake View Terrace, CA 91342			
Board District(s):	6	Region(s):	North	
Grade Levels Served:	TK-5	Current Enrollment:	737	
Grade Levels Authorized in Current Charter:	TK-5	Approved Enrollment in Current Charter:	832	
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 Fenton Avenue Charter ("FAC" or "Charter School"), located in Board District 6 and Region North, for a term of five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 832 students in grades TK-5 in each year of the charter term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

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

- Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners 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

	Fenton Avenue Charter
Initial Authorization:	On July 26, 1993, Fenton Avenue Charter was authorized by the LAUSD Board of Education to serve grades K-5.
Most Recent Renewal	The charter was renewed on November 20, 2016 for a five-year term (July 1, 2017 - June 30, 2022) to serve up to 832 students in grades TK, 3-5. 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 Fenton Avenue Charter expires June 30, 2025.

	Fenton Avenue Charter
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on September 28, 2021, to expand grade levels to include grades K-2, thereby becoming a TK-5 school.
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	FAC submitted its renewal petition application on August 21, 2024. The 90-day statutory timeline for Board action on the petition runs through November 19, 2024.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	FAC implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	FAC participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Fenton Avenue Charter is operated by Fenton Charter Public Schools, a California nonprofit public benefit corporation that also operates four other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

FAC 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 has attained measurable increases in academic achievement schoolwide and for numerically significant student groups. Please see the attached Fenton Avenue Charter Data Set.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels were 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.

Fenton Avenue Charter Dashboard Indicators

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

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

c. English Language Arts Indicator

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

Fenton Avenue Charter - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Low	-21.4	Low	-12.2	Lower
Latino	Met	Low	-20.9	Low	-38.6	Higher
English Learner	Met	Low	-50.8	Low	-61.2	Higher
Socioeconomically Disadvantaged	Met	Low	-28.6	Low	-41.4	Higher
Students with Disabilities	Met	Very Low	-112.6	Very Low	-97.3	Lower

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

Fenton Avenue Charter - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Yellow	-11.2	10.3	Orange	-13.6	Higher
Latino	Met	Yellow	-12.9	7.9	Orange	-40.2	Higher
English Learner	Met	Yellow	-45.0	5.9	Orange	-67.7	Higher
Homeless	Met	No Performance Color	-55.0	--	Orange	-67.9	Higher
Socioeconomically Disadvantaged	Met	Yellow	-18.8	9.9	Orange	-42.6	Higher
Students with Disabilities	Met	Orange	-92.4	20.3	Red	-96.3	Higher

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

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

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 four 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 five numerically significant student groups.

Fenton Avenue Charter - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Low	-40.6	Low	-51.7	Higher
Latino	Met	Low	-40.2	Low	-83.4	Higher
English Learner	Met	Low	-58.7	Low	-92.0	Higher
Socioeconomically Disadvantaged	Met	Low	-47.4	Low	-84.0	Higher
Students with Disabilities	Met	Very Low	-115.5	Very Low	-130.8	Higher

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

Fenton Avenue Charter - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Yellow	-30.9	9.7	Orange	-49.1	Higher
Latino	Met	Yellow	-33.0	7.2	Orange	-80.8	Higher
English Learner	Met	Yellow	-48.7	10.0	Orange	-93.4	Higher
Homeless	Met	No Performance Color	-40.7	--	Red	-101.3	Higher
Socioeconomically Disadvantaged	Met	Yellow	-35.8	11.6	Yellow	-80.8	Higher
Students with Disabilities	Met	Orange	-104.5	11.0	Orange	-127.3	Higher

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

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

e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's Status Level 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 higher than the state's rate.

Fenton Avenue Charter - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Low	38.8%	Medium	50.3%	Lower

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

Fenton Avenue Charter - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Green	53.2%	14.4%	Yellow	48.7%	Higher

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

f. College/Career Indicator

Not applicable

g. Chronic Absenteeism Indicator

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

h. Graduation Indicator [HS only]

Not applicable

i. Suspension Rate Indicator

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

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 Fenton Avenue Charter's 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>Accomplished</i>
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2022-2023	<i>Accomplished</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>Accomplished</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.

ELA

Charter School provided data for Reading from “i-Ready K-8 by Curriculum Associates” (i-Ready) *Diagnostic Growth* report for 2022-2023 and 2023-2024 (“Final Diagnostic”) for All Students and for the following student groups¹: Black or African American, English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

Per Education Code section 47607.2(c)(2), the State Board of Education established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready’s publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 673 students were assessed in Reading and 680 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2023-2024 assessment data appears to include at least 95% of eligible students.

For Reading, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 112%. Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, “Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers.” Therefore, based on i-Ready’s Median Progress to Typical Growth targets² to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation “that schools that achieve a year’s worth of growth, adjusted for error, have exhibited sufficient growth,” Charter School met for All Students in Reading in 2023-2024.

As seen in the table below, Charter School provided the most recent data for five student groups and all student groups demonstrated one year’s progress based on i-Ready’s Median Progress to Typical Growth Targets in 2023-2024.

i-Ready Diagnostic Growth Reading 2023-2024				
Student Groups	Number of Students Tested	i-Ready Growth Target	Reading: Progress to Annual Typical Growth (Median)	One Year’s Progress
All Students Grade K-5	673	Grades K-5: 75%	112%	Met
Black or African American	35	Grades K-5: 75%	155%	Met
English Learner	218	Grades K-5: 75%	111%	Met
Latino	622	Grades K-5: 75%	106%	Met
Socioeconomically Disadvantaged	581	Grades K-5: 75%	109%	Met

¹ Student group names that appear on the report may be different than names on the CA Dashboard (e.g., “Students with Disabilities” will be labeled as “Special Education” on i-Ready report).

² In 2023, Curriculum Associates revised typical growth targets in Reading to be 75% in Grades K-5 and 45% in Grades 6-8.

i-Ready Diagnostic Growth Reading 2023-2024				
Student Groups	Number of Students Tested	i-Ready Growth Target	Reading: Progress to Annual Typical Growth (Median)	One Year's Progress
Students with Disabilities	72	Grades K-5: 75%	116%	Met

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

Charter School also submitted verified data using i-Ready for the 2022-2023 school year. Based on i-Ready's prior Typical Growth target of 50% of the students making 100% Typical Growth, Charter School met the one year's progress for All Students and for all five of the school's student groups in Reading in 2022-2023.

MATH

Charter School provided data for Math from an "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2022-2023 and 2023-2024 ("Final Diagnostic") for All Students and for the following student groups³: Black or African American, English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

Per Education Code section 47607.2(c)(2), the State Board of Education established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready's publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 673 students were assessed in Math and 680 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2023-2024 assessment data appears to include at least 95% of eligible students.

For Math, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 107%. Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, "Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers." Therefore, based on i-Ready's Median Progress to Typical Growth targets⁴ to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth," Charter School met for All Students in Math in 2023-2024.

As seen in the table below, Charter School provided the most recent data for five student groups and all student groups demonstrated one year's progress based on i-Ready's Median Progress to Typical Growth Targets in 2023-2024.

³ Student group names that appear on the report may be different than names on the CA Dashboard (e.g. "Students with Disabilities" will be labeled as "Special Education" on i-Ready report).

⁴ i-Ready Median Progress to Typical Growth targets in Math are 80% in Grades K-5 and 60% in Grades 6-8.

i-Ready Diagnostic Growth Math 2023-2024				
Student Groups	Number of Students Tested	i-Ready Growth Target	Math: Progress to Annual Typical Growth (Median)	One Year's Progress
All Students Grade K-5	673	Grades K-5: 80%	107%	Met
Black or African American	35	Grades K-5: 80%	117%	Met
English Learner	218	Grades K-5: 80%	104%	Met
Latino	622	Grades K-5: 80%	104%	Met
Socioeconomically Disadvantaged	581	Grades K-5: 80%	106%	Met
Students with Disabilities	72	Grades K-5: 80%	94%	Met

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

Charter School also submitted verified data using i-Ready for the 2022-2023 school year. Based on i-Ready's prior Typical Growth target of 50% of the students making 100% Typical Growth, Charter School met the one year's growth progress for All Students and for all of the school's five student groups in Math in 2022-2023.

Based on the review and consideration of verified data, Fenton Avenue Charter included two years of data, including schoolwide and student group reports (African American, English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) for both ELA and Math. In 2022-2023 and 2023-2024, Fenton Avenue Charter appears to have met 95 percent participation rate schoolwide and for all student groups.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Fenton Avenue Charter'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	\$6,583,992	\$8,053,587	\$8,386,362	\$8,549,325	\$8,974,216
Net Income/Loss	(\$51,080) ¹	\$1,469,595	\$543,338	\$162,963	\$424,891
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	(\$210,563) ²	\$0	\$0
Norm Enrollment ³	633	609	555	626	687

¹ Per Fenton Charter Public Schools, the school's reported net loss of (\$51,080) in Fiscal Year 2019-2020 included the school's Post-Employment Benefits Other than Pensions (OPEB)-related expenses. When excluding the school's actuarial OPEB expenses, the school had positive operational net income of \$421,028.

² Per Fenton Charter Public Schools, the prior-year adjustment of (\$210,563) in Fiscal Year 2021-2022 represented the amount due to the grantor related to the Clean Energy Jobs Act projects.

³ According to Fenton Charter Public Schools, the charter operator continues to adapt to meet the evolving needs of Fenton Avenue Charter's students and families. 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

Fenton Charter Public Schools provides its employees with OPEB. According to Fenton Charter Public Schools' most current actuarial report and independent audit report for the 2022-2023 school year, the organization had a net defined benefit plan liability of \$348,943 for the organization.

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

FENTON CHARTER PUBLIC 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)
5	5	\$33,704,571	\$941,415	\$3,329,990	\$28,828

Fenton Avenue Charter

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/cmf/>. 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
N	6	3747	Fenton Avenue Charter	All Students	529	-21.4	Low	-12.2	Low	Lower	505	Yellow	-11.2	10.3	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	24	-73.5	No Performance Level	-57.7	Low	--	25	No Color	-22.3	51.2	Increased Significantly	Orange	-59.6	-2	Maintained	--
				English Learner	205	-50.8	Low	-61.2	Low	Higher	184	Yellow	-45	5.9	Increased	Orange	-67.7	-6.5	Declined	Higher
				Filipino	*	-	No Performance Level	42.9	High	--	*	No Color	--	--	No Change Level	Green	44	1.1	Maintained	--
				Foster Youth	*	-	No Performance Level	-85.6	Very Low	--	*	No Color	--	--	No Change Level	Red	-89.2	-2.5	Maintained	--
				Homeless Youth	*	-	No Performance Level	-62.9	Low	--	31	No Color	-55	--	No Change Level	Orange	-67.9	-5	Declined	Higher
				Latino	488	-20.9	Low	-38.6	Low	Higher	462	Yellow	-12.9	7.9	Increased	Orange	-40.2	-1.7	Maintained	Higher
				Native Hawaiian or Pacific Islander	0	--	--	-29.1	Low	--	0	--	--	--	--	Orange	-32.5	-3.4	Declined	--
				Socioeconomically Disadvantaged	466	-28.6	Low	-41.4	Low	Higher	445	Yellow	-18.8	9.9	Increased	Orange	-42.6	-1.2	Maintained	Higher
				Students with Disabilities	93	-112.6	Very Low	-97.3	Very Low	Lower	89	Orange	-92.4	20.3	Increased Significantly	Red	-96.3	1.8	Maintained	Higher
				Two or More Races	*	-	No Performance Level	25.1	High	--	*	No Color	--	--	No Change Level	Green	24.3	-0.8	Maintained	--
				White	*	-	No Performance Level	21.9	High	--	*	No Color	--	--	No Change Level	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 **	100%	--	--	100%	100%	100%	100%	100%	100%	--	100%	98%	100%	100%
Participation Rate Met 2022	Yes	--	--	Yes	Yes	Yes	Yes	Yes	Yes	--	Yes	Yes	Yes	Yes
Percent of students tested in 2023	100%	--	--	100%	100%	100%	100%	100%	100%	--	100%	99%	50%	100%
Participation Rate Met 2023	Yes	--	--	Yes	Yes	Yes	Yes	Yes	Yes	--	Yes	Yes	No	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

Fenton Avenue Charter

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
N	6	3747	Fenton Avenue Charter	All Students	527	-40.6	Low	-51.7	Low	Higher	503	Yellow	-30.9	9.7	Increased	Orange	-49.1	2.6	Maintained	Higher
				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	24	-93.3	No Performance Level	-106.9	Very Low	--	24	No Color	-35.3	58.1	Increased Significantly	Red	-104.5	2.6	Maintained	--
				English Learner	204	-58.7	Low	-92.0	Low	Higher	183	Yellow	-48.7	10.0	Increased	Orange	-93.4	-1.4	Maintained	Higher
				Filipino	*	-	No Performance Level	2.7	High	--	*	No Color	--	--	No Change Level	Green	7.4	4.8	Increased	--
				Foster Youth	*	-	No Performance Level	-126.3	Very Low	--	*	No Color	--	--	No Change Level	Red	-127.4	1.4	Maintained	--
				Homeless Youth	*	-	No Performance Level	-101.8	Very Low	--	30	No Color	-40.7	--	No Change Level	Red	-101.3	0.5	Maintained	Higher
				Latino	486	-40.2	Low	-83.4	Low	Higher	461	Yellow	-33.0	7.2	Increased	Orange	-80.8	2.6	Maintained	Higher
				Native Hawaiian or Pacific Islander	0	--	--	-71.3	Low	--	0	--	--	--	--	Orange	-71.3	0.0	Maintained	--
				Socioeconomically Disadvantaged	464	-47.4	Low	-84.0	Low	Higher	443	Yellow	-35.8	11.6	Increased	Yellow	-80.8	3.2	Increased	Higher
				Students with Disabilities	93	-115.5	Very Low	-130.8	Very Low	Higher	89	Orange	-104.5	11.0	Increased	Orange	-127.3	5.5	Increased	Higher
				Two or More Races	*	-	No Performance Level	-9.9	Medium	--	*	No Color	--	--	No Change Level	Yellow	-7.4	2.5	Maintained	--
				White	*	-	No Performance Level	-13.4	Medium	--	*	No Color	--	--	No Change Level	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%	100%	100%	99%	--	99%	97%	100%	100%
Participation Rate Met 2022 *	Yes	--	--	Yes	Yes	Yes	Yes	Yes	Yes	--	Yes	Yes	Yes	Yes
Percent of students tested in 2023	99%	--	--	100%	99%	100%	100%	100%	100%	--	100%	99%	50%	100%
Participation Rate Met 2023	Yes	--	--	Yes	Yes	Yes	Yes	Yes	Yes	--	Yes	Yes	No	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

Fenton Avenue Charter

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
N	6	3747	Fenton Avenue Charter	English Learner	147	38.8%	Low	50.3%	Medium	Lower	171	Green	53.2%	14.4%	Increased Significantly	Yellow	48.7%	-1.6%	Maintained	Higher

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	160	159	99.4%	Yes
2023	203	201	99.5%	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		
Fenton Avenue Charter		State
ELs Who Progressed at Least One ELPI Level	37.4%	47.5%
ELs Who Maintained ELPI Level 4	1.4%	2.8%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	34.7%	31.4%
ELs Who Decreased at Least One ELPI Level	26.5%	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		
Fenton Avenue Charter		State
ELs Who Progressed at Least One ELPI Level	52.9%	46.4%
ELs Who Maintained ELPI Level 4	0.6%	2.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	34.1%	32.7%
ELs Who Decreased at Least One ELPI Level	12.4%	18.6%

Fenton Avenue Charter

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/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/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
N	6	3747	Fenton Avenue Charter	All Students	584	17.0%	High	30.0%	Very High	Lower	664	Blue	5.0%	-12.0%	Declined Significantly	Yellow	24.3%	-5.7	Declined Significantly	Lower
				American Indian or Alaska Native	0	--	--	42.9%	Very High	--	0	--	--	--	--	Yellow	36.1%	-6.8	Declined Significantly	--
				Asian	0	--	--	11.5%	High	--	0	--	--	--	--	Yellow	10.1%	-1.4	Declined	--
				Black or African American	29	31.0%	No Performance Level	42.9%	Very High	--	35	No Color	11.4%	-19.6%	Declined	Yellow	36.4%	-6.5	Declined Significantly	Lower
				English Learner	172	12.8%	High	33.6%	Very High	Lower	208	Blue	3.4%	-9.4%	Declined Significantly	Yellow	26.3%	-7.3	Declined Significantly	Lower
				Filipino	*	--	No Performance Level	16.2%	High	--	11	No Color	0.0%	0.0%	No Change Level	Yellow	13.8%	-2.4	Declined	--
				Foster Youth	*	--	No Performance Level	42.1%	Very High	--	11	No Color	0.0%	0.0%	No Change Level	Yellow	33.6%	-8.5	Declined Significantly	--
				Homeless Youth	19	42.1%	No Performance Level	45.1%	Very High	--	47	No Color	4.3%	-37.8%	Declined	Yellow	38.7%	-6.4	Declined Significantly	Lower
				Latino	536	16.0%	High	35.8%	Very High	Lower	604	Blue	4.8%	-11.2%	Declined Significantly	Yellow	28.4%	-7.4	Declined Significantly	Lower
				Native Hawaiian or Pacific Islander	0	--	--	43.9%	Very High	--	0	--	--	--	--	Yellow	37.6%	-6.3	Declined Significantly	--
				Socioeconomically Disadvantaged	519	17.9%	High	37.4%	Very High	Lower	584	Green	5.1%	-12.8%	Declined Significantly	Yellow	29.9%	-7.5	Declined Significantly	Lower
				Students with Disabilities	103	27.2%	Very High	39.6%	Very High	Lower	117	Green	6.0%	-21.2%	Declined	Yellow	33.1%	-6.5	Declined Significantly	Lower
				Two or More Races	*	--	No Performance Level	25.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	21.6%	-3.5	Declined Significantly	--
				White	11	27.3%	No Performance Level	21.9%	Very High	--	13	No Color	0.0%	-27.3%	Declined	Yellow	18.5%	-3.5	Declined Significantly	--

Data Sources: California School Dashboard Research data files 2023

Fenton Avenue Charter

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
N	6	3747	Fenton Avenue Charter	All Students	598	0.0%	Very Low	3.1%	Medium	Lower	677	Blue	0.0%	0.0%	Maintained	Orange	3.5%	0.4%	Increased	Lower
				American Indian or Alaska Native	0	--	--	6.4%	High	--	0	--	--	--	--	Orange	7.4%	1.0%	Increased	--
				Asian	0	--	--	0.9%	Very Low	--	0	--	--	--	--	Green	1.1%	0.2%	Maintained	--
				Black or African American	29	0.0%	No Performance Level	7.9%	High	--	37	No Color	0.0%	0.0%	Maintained	Red	8.8%	0.9%	Increased	Lower
				English Learner	178	0.0%	Very Low	3.2%	Medium	Lower	208	Blue	0.0%	0.0%	Maintained	Orange	3.7%	0.5%	Increased	Lower
				Filipino	*	--	No Performance Level	1.2%	Low	--	11	No Color	0.0%	--	No Change Level	Green	1.3%	0.1%	Maintained	--
				Foster Youth	*	--	No Performance Level	12.4%	Very High	--	13	No Color	0.0%	--	No Change Level	Red	13.6%	1.2%	Increased	--
				Homeless Youth	23	0.0%	No Performance Level	5.5%	High	--	52	No Color	0.0%	0.0%	Maintained	Orange	6.5%	1.0%	Increased	Lower
				Latino	549	0.0%	Very Low	3.3%	Medium	Lower	615	Blue	0.0%	0.0%	Maintained	Orange	3.8%	0.5%	Increased	Lower
				Native Hawaiian or Pacific Islander	0	--	--	4.5%	Medium	--	0	--	--	--	--	Orange	4.9%	0.4%	Increased	--
				Socioeconomically Disadvantaged	531	0.0%	Very Low	4.0%	Medium	Lower	594	Blue	0.0%	0.0%	Maintained	Orange	4.5%	0.5%	Increased	Lower
				Students with Disabilities	105	0.0%	Very Low	5.4%	High	Lower	118	Blue	0.0%	0.0%	Maintained	Orange	5.9%	0.5%	Increased	Lower
				Two or More Races	*	--	No Performance Level	2.9%	Medium	--	*	No Color	--	--	No Change Level	Orange	3.3%	0.4%	Increased	--
				White	12	0.0%	No Performance Level	2.6%	Medium	--	13	No Color	0.0%	0.0%	Maintained	Yellow	2.9%	0.2%	Maintained	--

Data Sources: California School Dashboard Research data files 2023

Fenton Avenue Charter 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/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/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
N	6	3747	Fenton Avenue Charter	703	85.3%	1.6%	0.0%	0.1%	4.4%	31.4%	1.4%	1.4%	7.3%	91.6%	0.0%	0.0%	0.1%	85.3%	14.5%	0.1%	2.1%
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
N	6	3747	Fenton Avenue Charter	634	87.2%	2.5%	0.0%	0.0%	4.9%	30.4%	1.7%	1.1%	6.3%	91.3%	0.0%	0.0%	0.0%	87.5%	12.9%	0.2%	1.9%
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/sd/filesenr.asp>

Fenton Avenue Charter

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
N	6	3747	Fenton Avenue Charter	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>

Fenton Avenue Charter

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
N	6	3747	Fenton Avenue Charter	LTEL 6+ Years	0	0.0%	226,535	11.1%	0	0.0%	211,218	18.1%
				At-Risk 4-5 Years	65	22.3%	144,190	7.1%	65	21.1%	136,190	9.6%
				EL 0-3 Years	80	27.4%	505,487	24.8%	103	33.4%	519,652	26.0%
				EL 4+ Years Not At-Risk or LTEL	48	16.4%	236,323	11.6%	53	17.2%	207,773	10.4%
				EL total	193	66.1%	1,112,535	54.5%	221	71.8%	1,074,833	53.8%
				RFEP	99	33.9%	927,723	45.5%	87	28.2%	924,460	46.2%
				Total (Ever)	292	100.0%	2,040,258	100.0%	308	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>

Fenton Avenue Charter

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 %
N	6	3747	Fenton Avenue Charter	703	102	14.5%
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 %
N	6	3747	Fenton Avenue Charter	634	82	12.9%
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
N	6	3747	Fenton Avenue Charter	78.8%	21.2%	17	0	0	0	0	0	2	2	25	0	41	12	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

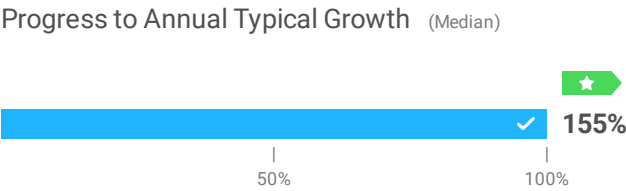
RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
N	6	3747	Fenton Avenue Charter	81.7%	18.3%	14	0	0	0	0	0	0	1	16	0	40	11	0	0
Los Angeles Unified				68.3%	31.6%	16,427	5	226	1,143	1	994	3,495	354	10,342	1,065	29,411	12,139	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

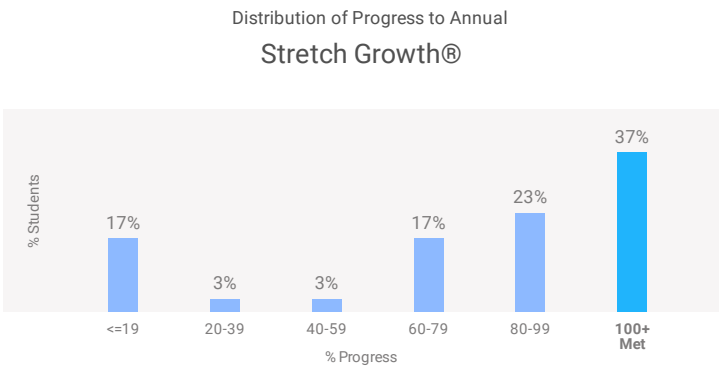
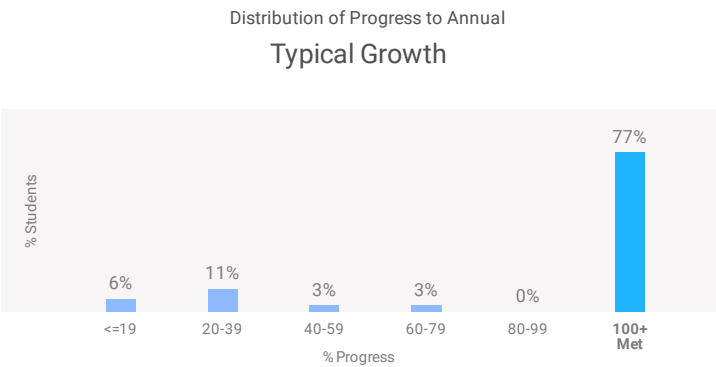
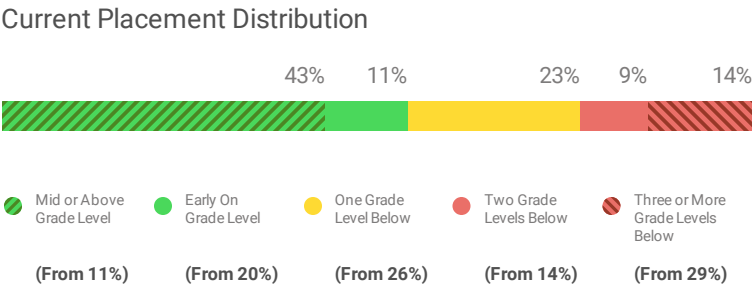
Data Source: CALPADS 8.1 FALL 1 Certified Report This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

School	Fenton Avenue CS
Subject	Reading
Academic Year	2023 - 2024
Race	Black or African American
Comparison Diagnostic	Final Diagnostic

Students Assessed/Total: 35/35



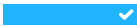
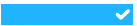
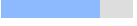
The median percent progress towards Typical Growth for this school is 155%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

Grade

Showing 6 of 6

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	 192%	100%	 140%	100%	100%	1/1
Grade 1	 133%	100%	 97%	0%	100%	1/1
Grade 2	 184%	100%	 100%	100%	100%	1/1
Grade 3	 179%	88%	 113%	63%	75%	8/8
Grade 4	 147%	68%	 75%	21%	63%	19/19

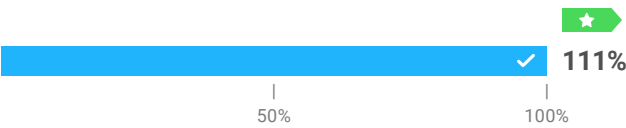
School	Fenton Avenue CS
Subject	Reading
Academic Year	2023 - 2024
Race	Black or African American
Comparison Diagnostic	Final Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	✓ 154%	80%	80%	40%	80%	5/5

School	Fenton Avenue CS
Subject	Reading
Academic Year	2023 - 2024
English Learner	Yes - English Learner
Comparison Diagnostic	Final Diagnostic

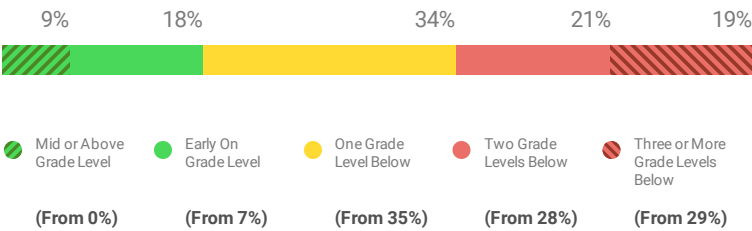
Students Assessed/Total: 218/218

Progress to Annual Typical Growth (Median)



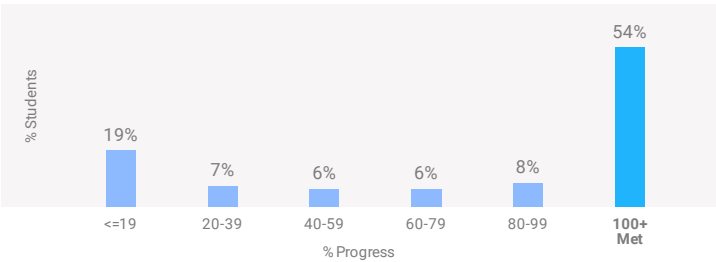
The median percent progress towards Typical Growth for this school is 111%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

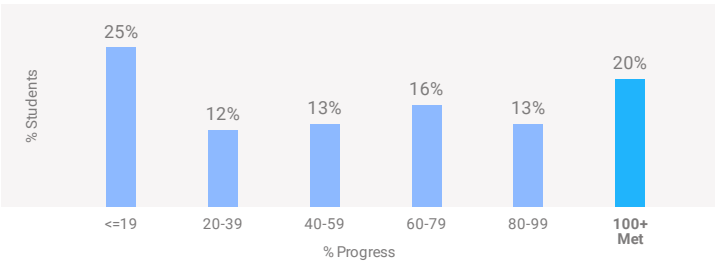


Mid or Above Grade Level (From 0%) Early On Grade Level (From 7%) One Grade Level Below (From 35%) Two Grade Levels Below (From 28%) Three or More Grade Levels Below (From 29%)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

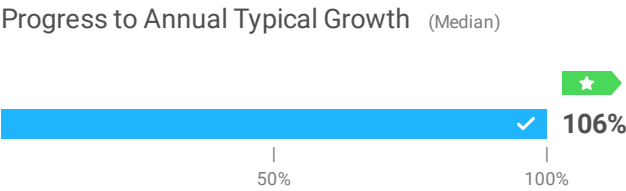
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	106%	53%	75%	24%	65%	17/17
Grade 1	112%	53%	65%	26%	53%	19/19
Grade 2	133%	86%	98%	43%	100%	7/7
Grade 3	123%	60%	67%	25%	71%	63/63
Grade 4	111%	53%	52%	16%	35%	57/57

School	Fenton Avenue CS
Subject	Reading
Academic Year	2023 - 2024
English Learner	Yes - English Learner
Comparison Diagnostic	Final Diagnostic

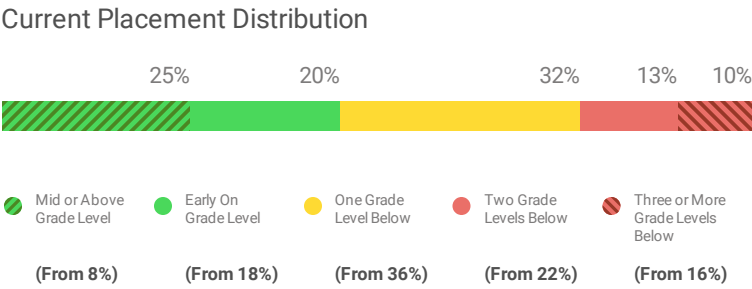
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	85%	45%	38%	13%	42%	55/55

School	Fenton Avenue CS
Subject	Reading
Academic Year	2023 - 2024
Hispanic or Latino	Yes - Hispanic or Latino
Comparison Diagnostic	Final Diagnostic

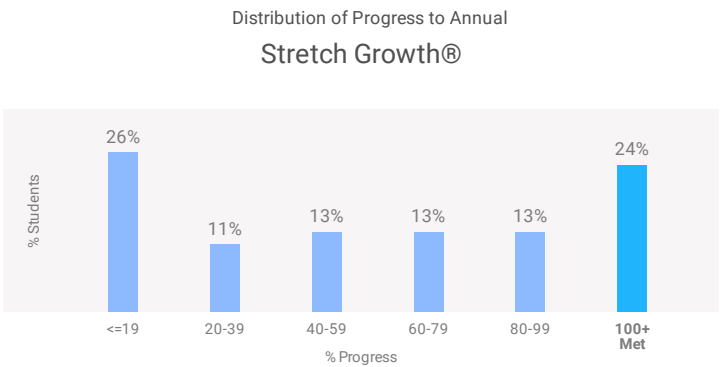
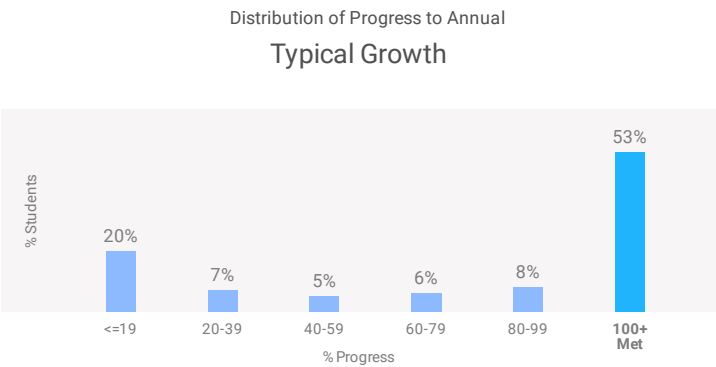
Students Assessed/Total: 622/626



The median percent progress towards Typical Growth for this school is 106%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



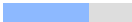
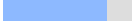
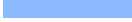
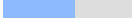
Mid or Above Grade Level (From 8%)
Early On Grade Level (From 18%)
One Grade Level Below (From 36%)
Two Grade Levels Below (From 22%)
Three or More Grade Levels Below (From 16%)



Choose to Show Results By

Grade

Showing 6 of 6

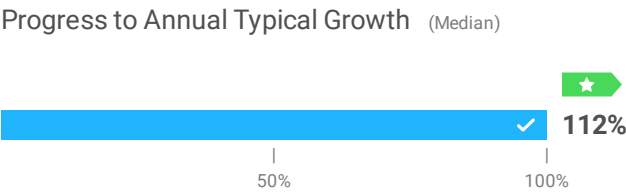
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	 90%	43%	 66%	19%	62%	42/43
Grade 1	 103%	55%	 65%	25%	50%	44/44
Grade 2	 130%	68%	 87%	41%	91%	22/22
Grade 3	 137%	65%	 78%	34%	76%	174/175
Grade 4	 98%	50%	 55%	23%	43%	168/170

School	Fenton Avenue CS
Subject	Reading
Academic Year	2023 - 2024
Hispanic or Latino	Yes - Hispanic or Latino
Comparison Diagnostic	Final Diagnostic

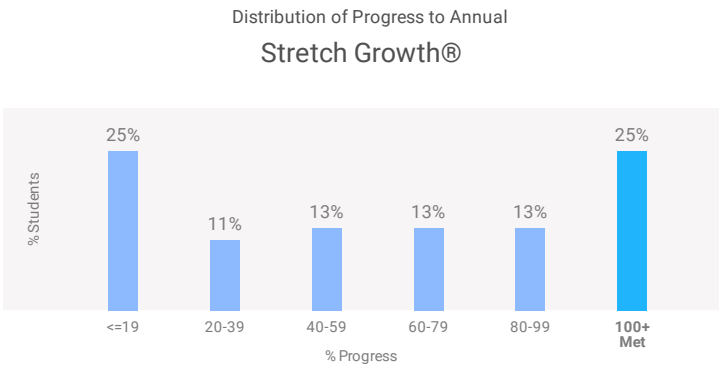
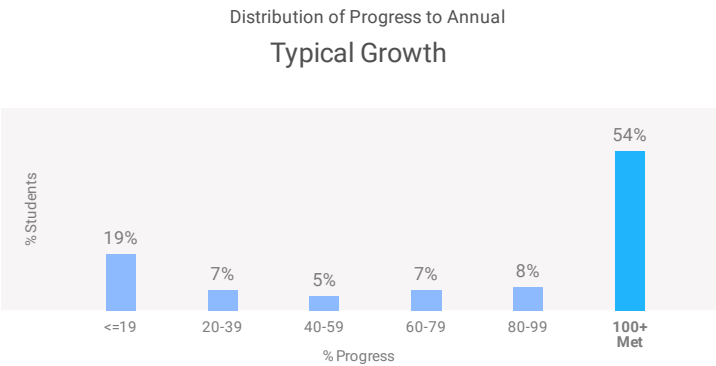
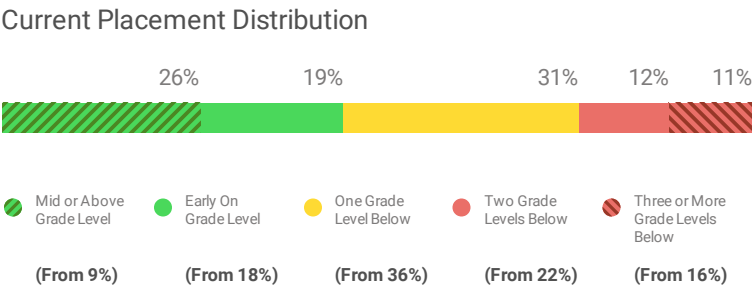
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	79%	43%	35%	15%	40%	172/172

School	Fenton Avenue CS
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

Students Assessed/Total: 673/680



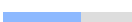
The median percent progress towards Typical Growth for this school is 112%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

Grade

Showing 6 of 6

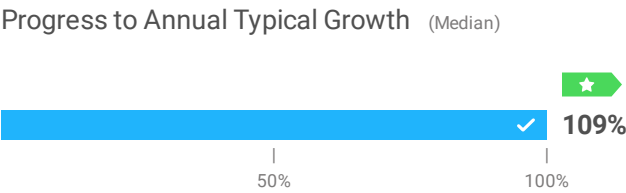
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	 98%	47%	 70%	21%	64%	47/48
Grade 1	 106%	55%	 65%	26%	53%	47/47
Grade 2	 133%	68%	 93%	44%	92%	25/25
Grade 3	 138%	65%	 78%	33%	75%	183/185
Grade 4	 112%	52%	 59%	24%	46%	186/189

School	Fenton Avenue CS
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

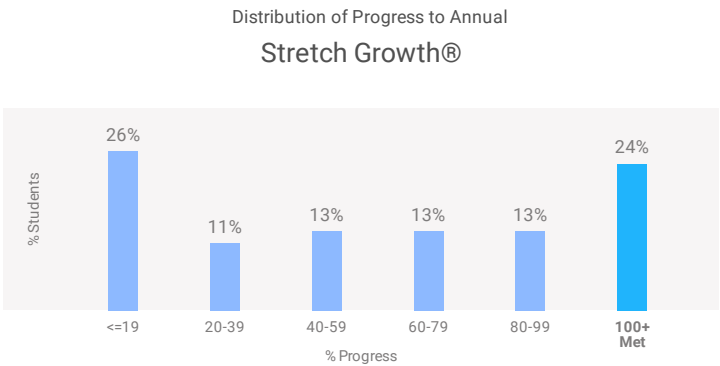
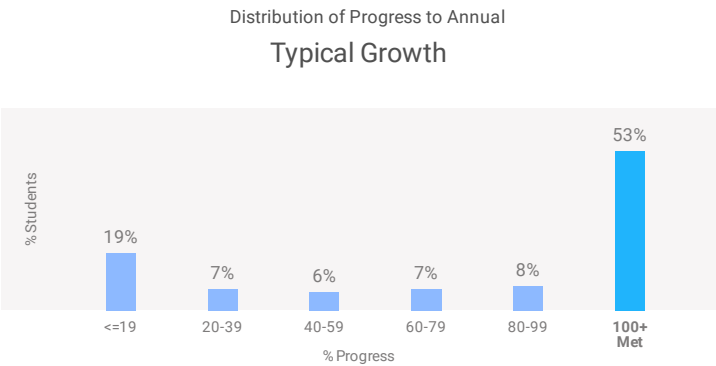
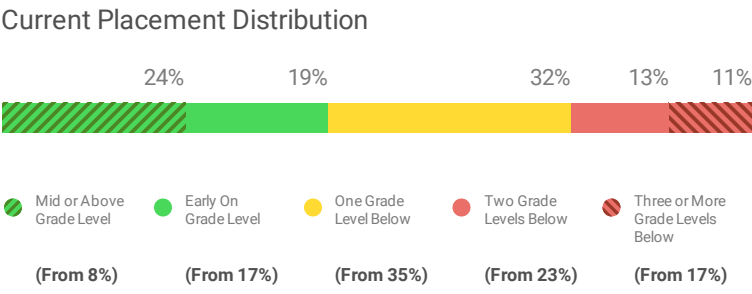
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	85%	45%	38%	16%	41%	185/186

School	Fenton Avenue CS
Subject	Reading
Academic Year	2023 - 2024
Economically Disadvantaged	Yes - Economically Disadvantaged
Comparison Diagnostic	Final Diagnostic

Students Assessed/Total: 581/588



The median percent progress towards Typical Growth for this school is 109%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

Grade

Showing 6 of 6

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	 86%	44%	 63%	18%	64%	39/40
Grade 1	 115%	62%	 73%	26%	56%	39/39
Grade 2	 136%	67%	 81%	43%	90%	21/21
Grade 3	 136%	65%	 78%	31%	76%	156/158
Grade 4	 113%	53%	 58%	25%	46%	161/164

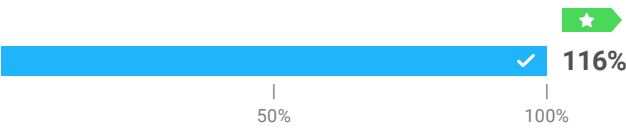
School	Fenton Avenue CS
Subject	Reading
Academic Year	2023 - 2024
Economically Disadvantaged	Yes - Economically Disadvantaged
Comparison Diagnostic	Final Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	77%	42%	34%	14%	40%	165/166

School	Fenton Avenue CS
Subject	Reading
Academic Year	2023 - 2024
Special Education	Yes - Special Education
Comparison Diagnostic	Final Diagnostic

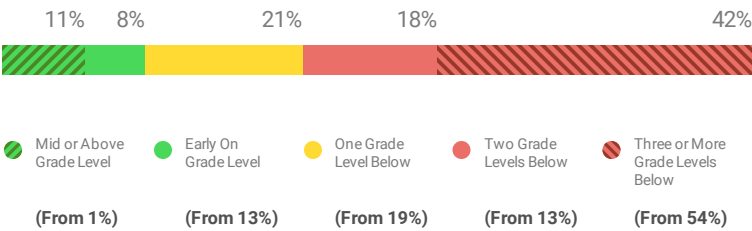
Students Assessed/Total: 72/73

Progress to Annual Typical Growth (Median)



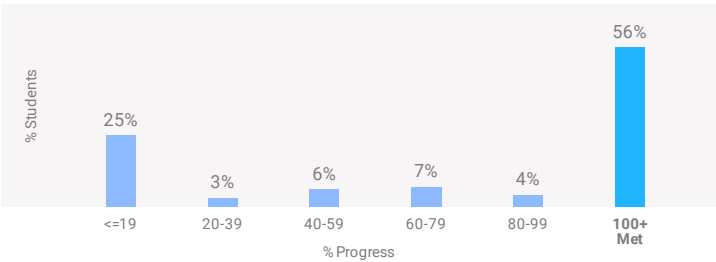
The median percent progress towards Typical Growth for this school is 116%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

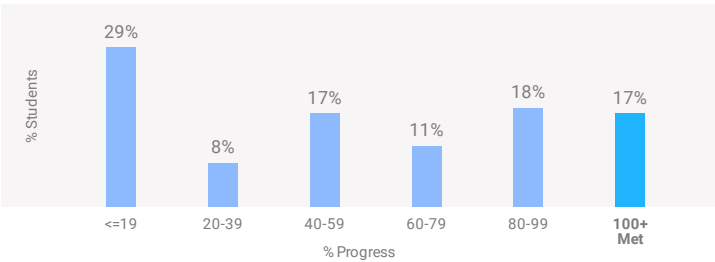


Mid or Above Grade Level (From 1%) Early On Grade Level (From 13%) One Grade Level Below (From 19%) Two Grade Levels Below (From 13%) Three or More Grade Levels Below (From 54%)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	111%	50%	81%	50%	100%	2/2
Grade 1	61%	0%	45%	0%	0%	1/1
Grade 2	138%	100%	93%	0%	100%	1/1
Grade 3	106%	54%	48%	23%	58%	26/26
Grade 4	120%	63%	58%	5%	42%	19/20

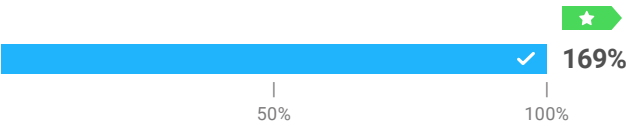
School	Fenton Avenue CS
Subject	Reading
Academic Year	2023 - 2024
Special Education	Yes - Special Education
Comparison Diagnostic	Final Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	112%	52%	48%	17%	39%	23/23

School	Fenton Avenue CS
Subject	Reading
Academic Year	2022 - 2023
Race	Black or African American
Comparison Diagnostic	Final Diagnostic

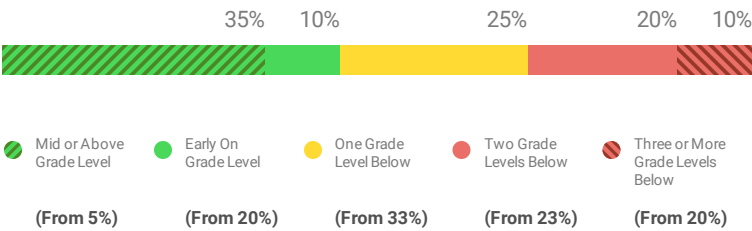
Students Assessed/Total: 40/41

Progress to Annual Typical Growth (Median)

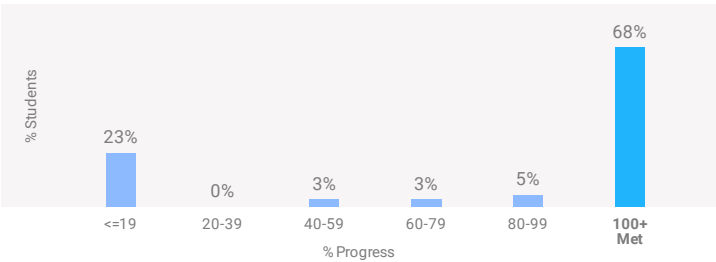


The median percent progress towards Typical Growth for this school is 169%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

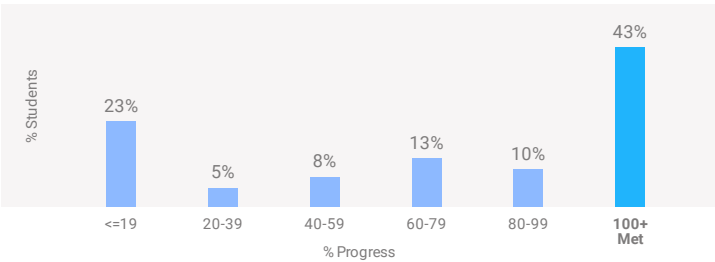
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

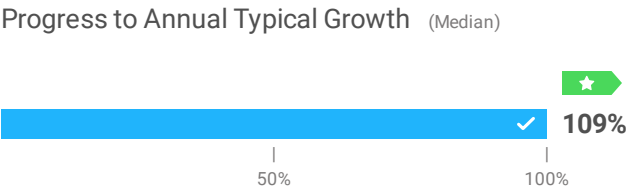
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	102%	100%	75%	0%	100%	1/2
Grade 1	17%	0%	9%	0%	0%	1/1
Grade 2	175%	100%	95%	0%	100%	1/1
Grade 3	191%	78%	120%	61%	89%	18/18
Grade 4	146%	63%	79%	38%	63%	8/8

School	Fenton Avenue CS
Subject	Reading
Academic Year	2022 - 2023
Race	Black or African American
Comparison Diagnostic	Final Diagnostic

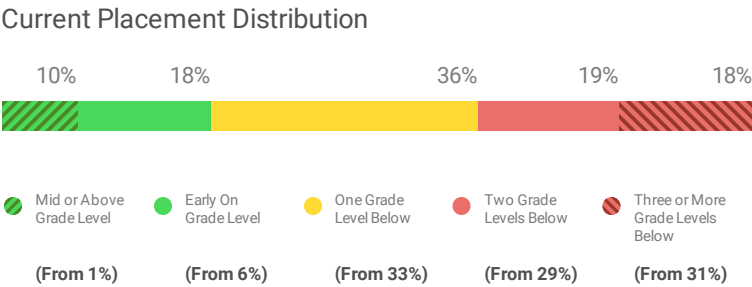
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	✓ 175%	55%	74%	27%	36%	11/11

School	Fenton Avenue CS
Subject	Reading
Academic Year	2022 - 2023
English Learner	Yes - English Learner
Comparison Diagnostic	Final Diagnostic

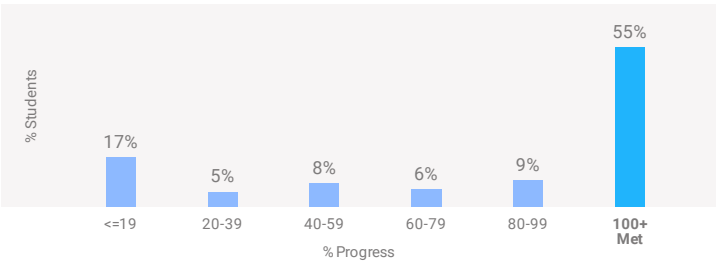
Students Assessed/Total: 194/195



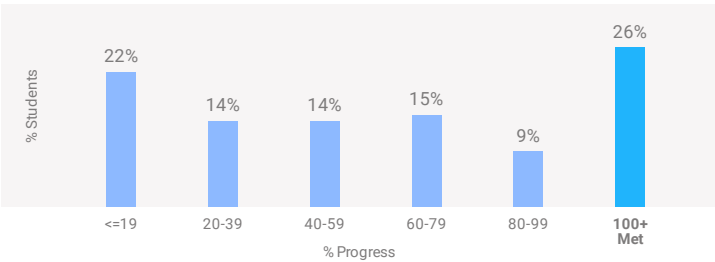
The median percent progress towards Typical Growth for this school is 109%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Distribution of Progress to Annual Typical Growth



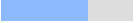
Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

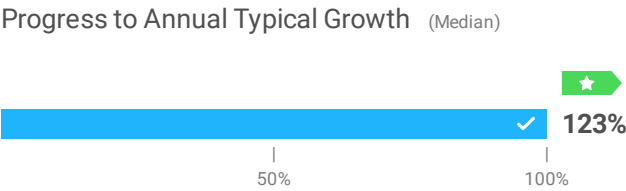
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	 98%	47%	 72%	20%	47%	15/16
Grade 1	 139%	63%	 102%	50%	63%	8/8
Grade 2	 111%	55%	 60%	27%	91%	11/11
Grade 3	 115%	60%	 66%	28%	74%	50/50
Grade 4	 104%	51%	 47%	29%	48%	65/65

School	Fenton Avenue CS
Subject	Reading
Academic Year	2022 - 2023
English Learner	Yes - English Learner
Comparison Diagnostic	Final Diagnostic

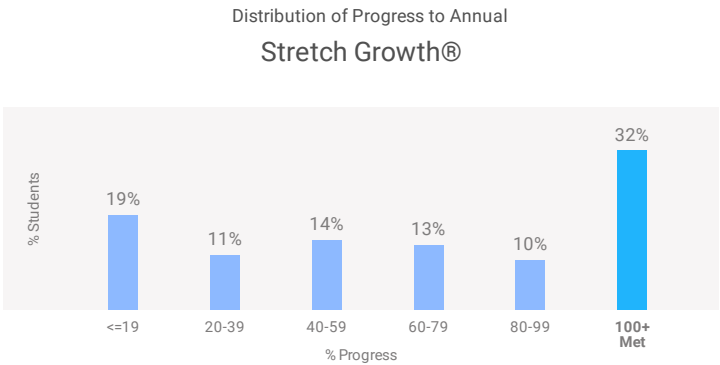
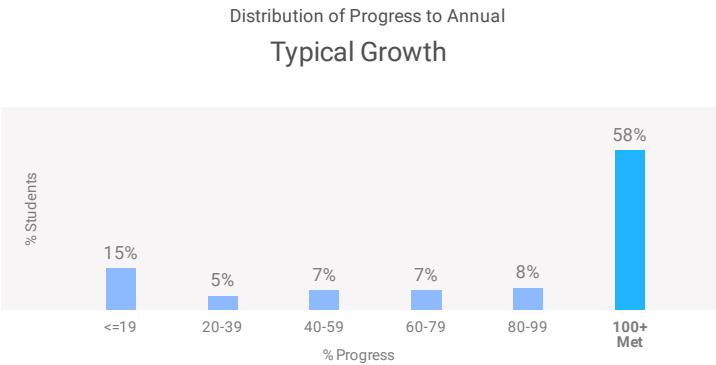
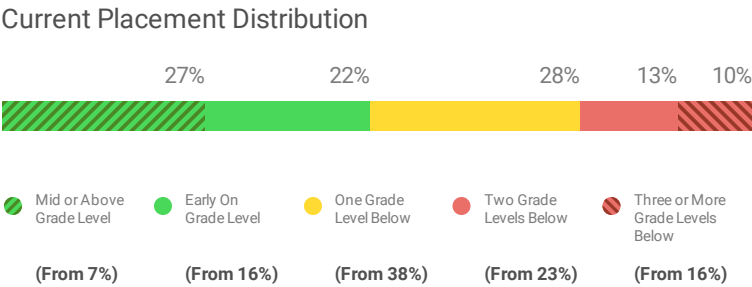
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	123%	56%	52%	16%	60%	45/45

School	Fenton Avenue CS
Subject	Reading
Academic Year	2022 - 2023
Hispanic or Latino	Yes - Hispanic or Latino
Comparison Diagnostic	Final Diagnostic

Students Assessed/Total: 565/569



The median percent progress towards Typical Growth for this school is 123%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

Grade

Showing 6 of 6

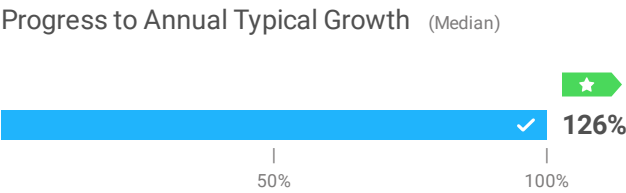
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	95%	41%	70%	16%	56%	32/33
Grade 1	134%	59%	98%	50%	73%	22/22
Grade 2	137%	73%	95%	45%	82%	22/23
Grade 3	127%	61%	75%	35%	73%	149/150
Grade 4	125%	57%	61%	34%	54%	167/168

School	Fenton Avenue CS
Subject	Reading
Academic Year	2022 - 2023
Hispanic or Latino	Yes - Hispanic or Latino
Comparison Diagnostic	Final Diagnostic

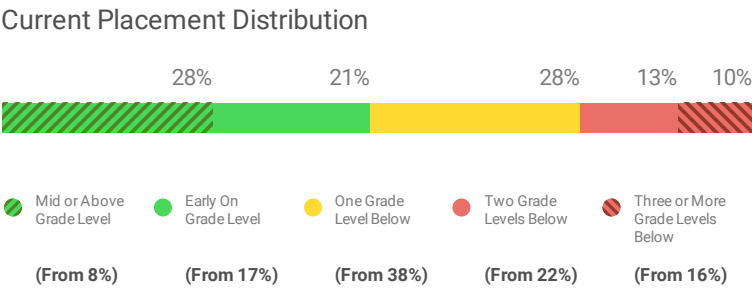
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	✓ 125%	58%	57%	27%	57%	173/173

School	Fenton Avenue CS
Subject	Reading
Academic Year	2022 - 2023
Comparison Diagnostic	Final Diagnostic

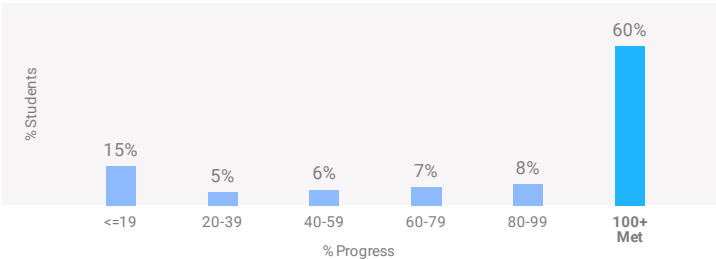
Students Assessed/Total: 617/623



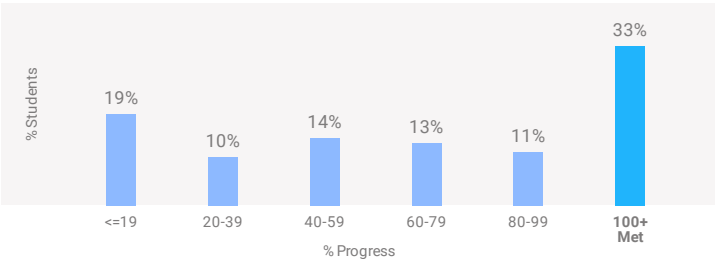
The median percent progress towards Typical Growth for this school is 126%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	 96%	46%	 70%	17%	60%	35/38
Grade 1	 134%	58%	 98%	50%	71%	24/24
Grade 2	 139%	75%	 96%	46%	83%	24/25
Grade 3	 139%	63%	 79%	37%	75%	166/167
Grade 4	 125%	58%	 64%	34%	54%	183/184

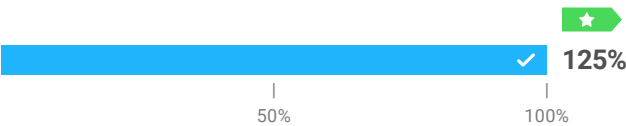
School	Fenton Avenue CS
Subject	Reading
Academic Year	2022 - 2023
Comparison Diagnostic	Final Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	✓ 125%	59%	57%	27%	56%	185/185

School	Fenton Avenue CS
Subject	Reading
Academic Year	2022 - 2023
Economically Disadvantaged	Yes - Economically Disadvantaged
Comparison Diagnostic	Final Diagnostic

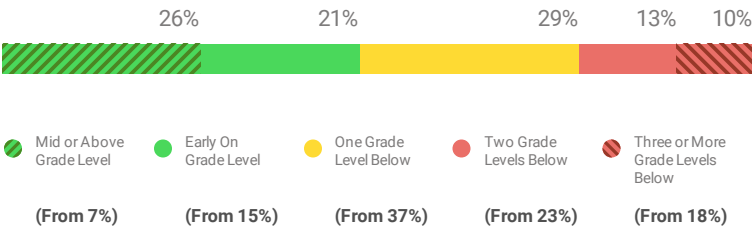
Students Assessed/Total: 537/541

Progress to Annual Typical Growth (Median)

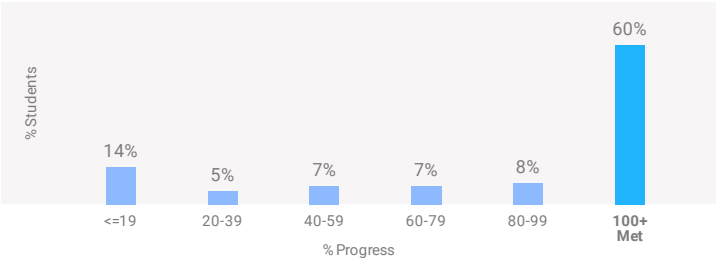


The median percent progress towards Typical Growth for this school is 125%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

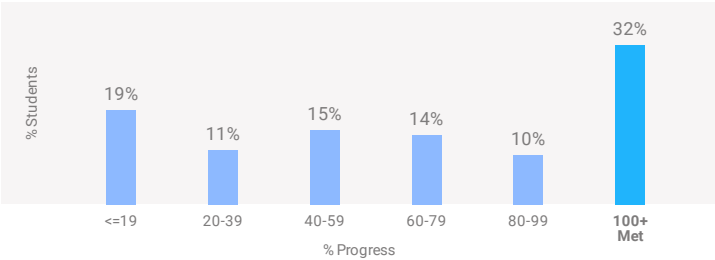
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	99%	50%	73%	20%	60%	30/33
Grade 1	131%	52%	96%	48%	67%	21/21
Grade 2	139%	74%	95%	43%	83%	23/23
Grade 3	127%	63%	75%	35%	77%	141/142
Grade 4	126%	59%	66%	34%	53%	166/166

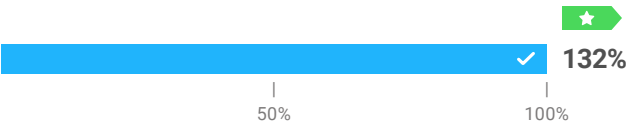
School	Fenton Avenue CS
Subject	Reading
Academic Year	2022 - 2023
Economically Disadvantaged	Yes - Economically Disadvantaged
Comparison Diagnostic	Final Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	124%	58%	54%	26%	56%	156/156

School	Fenton Avenue CS
Subject	Reading
Academic Year	2022 - 2023
Special Education	Yes - Special Education
Comparison Diagnostic	Final Diagnostic

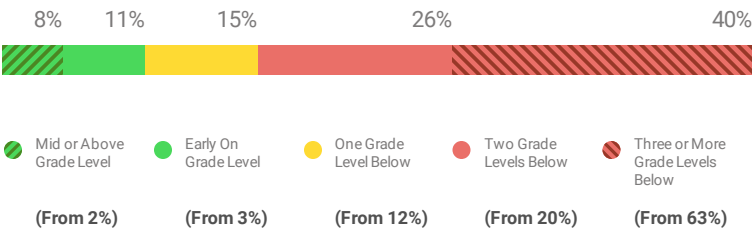
Students Assessed/Total: 95/97

Progress to Annual Typical Growth (Median)

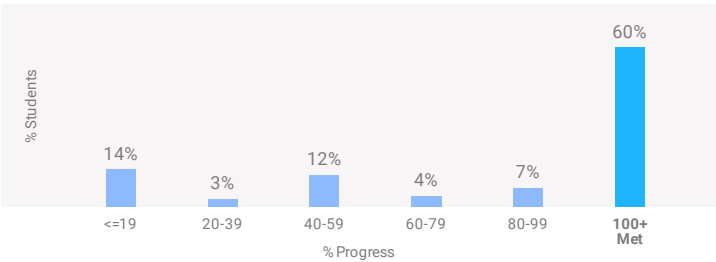


The median percent progress towards Typical Growth for this school is 132%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

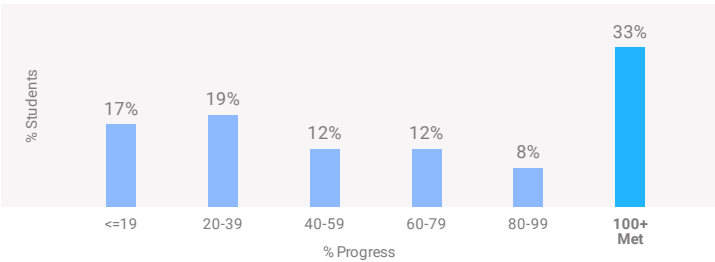
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

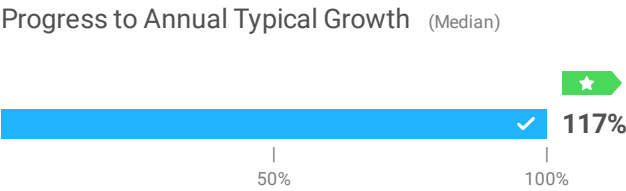
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	131%	100%	96%	0%	100%	1/2
Grade 1	153%	100%	112%	100%	100%	1/1
Grade 2	150%	75%	93%	25%	50%	4/4
Grade 3	150%	65%	78%	48%	78%	23/24
Grade 4	132%	56%	60%	40%	60%	25/25

School	Fenton Avenue CS
Subject	Reading
Academic Year	2022 - 2023
Special Education	Yes - Special Education
Comparison Diagnostic	Final Diagnostic

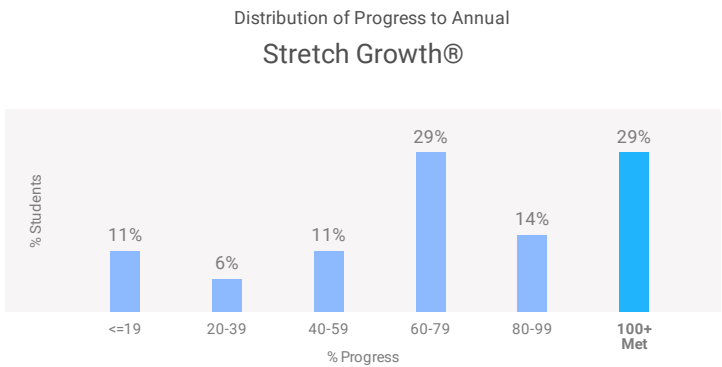
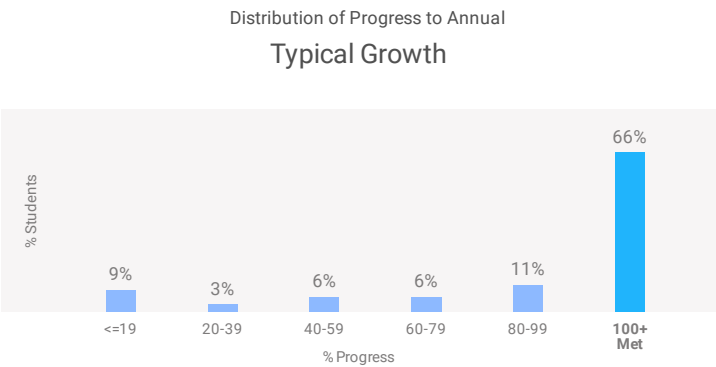
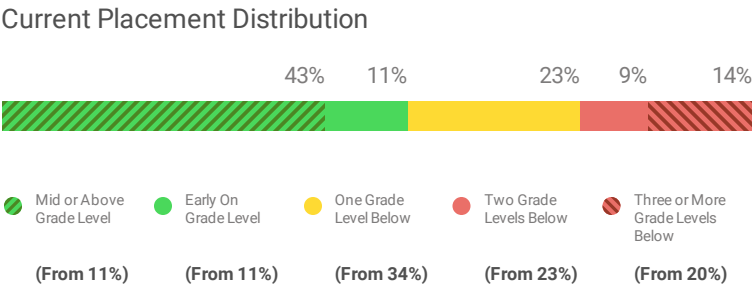
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	✓ 115%	56%	49%	20%	56%	41/41

School	Fenton Avenue CS
Subject	Math
Academic Year	2023 - 2024
Race	Black or African American
Comparison Diagnostic	Final Diagnostic

Students Assessed/Total: 35/35



The median percent progress towards Typical Growth for this school is 117%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

Grade

Showing 6 of 6

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	117%	100%	74%	0%	100%	1/1
Grade 1	62%	0%	49%	0%	0%	1/1
Grade 2	255%	100%	154%	100%	100%	1/1
Grade 3	110%	63%	74%	38%	88%	8/8
Grade 4	117%	63%	76%	26%	74%	19/19

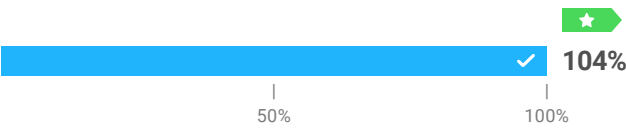
School	Fenton Avenue CS
Subject	Math
Academic Year	2023 - 2024
Race	Black or African American
Comparison Diagnostic	Final Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	✓ 117%	80%	68%	20%	80%	5/5

School	Fenton Avenue CS
Subject	Math
Academic Year	2023 - 2024
English Learner	Yes - English Learner
Comparison Diagnostic	Final Diagnostic

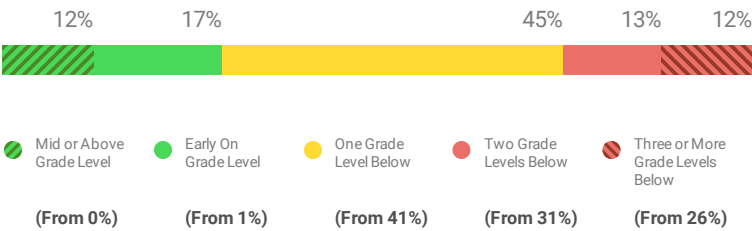
Students Assessed/Total: 218/218

Progress to Annual Typical Growth (Median)



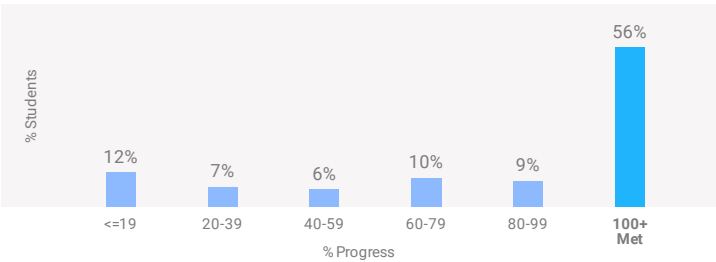
The median percent progress towards Typical Growth for this school is 104%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

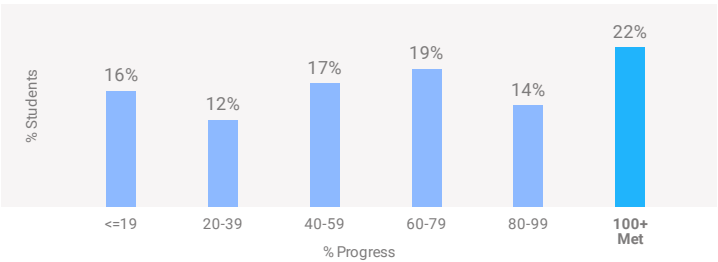


Mid or Above Grade Level (From 0%) Early On Grade Level (From 1%) One Grade Level Below (From 41%) Two Grade Levels Below (From 31%) Three or More Grade Levels Below (From 26%)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

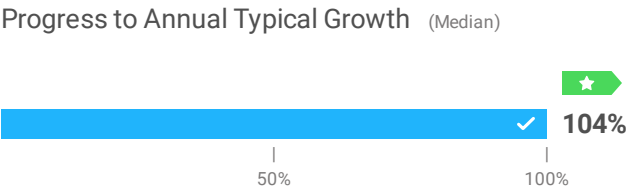
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	109%	65%	90%	47%	47%	17/17
Grade 1	144%	58%	91%	47%	58%	19/19
Grade 2	104%	57%	69%	14%	71%	7/7
Grade 3	130%	75%	81%	32%	86%	63/63
Grade 4	79%	44%	47%	16%	70%	57/57

School	Fenton Avenue CS
Subject	Math
Academic Year	2023 - 2024
English Learner	Yes - English Learner
Comparison Diagnostic	Final Diagnostic

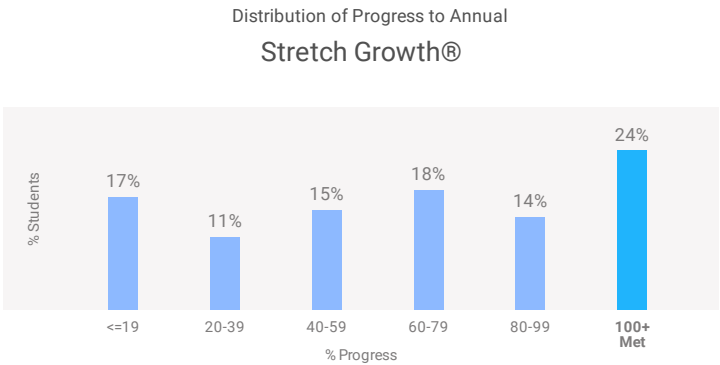
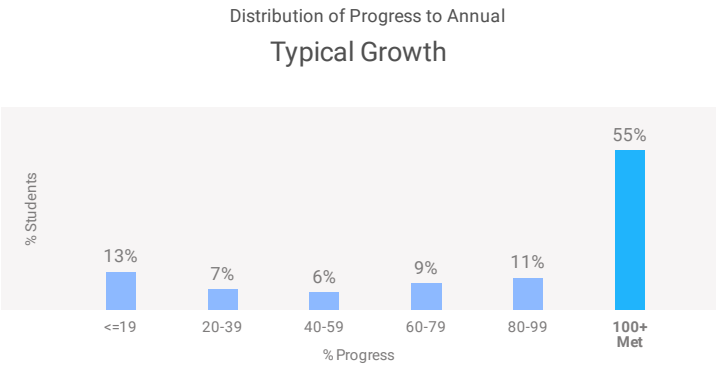
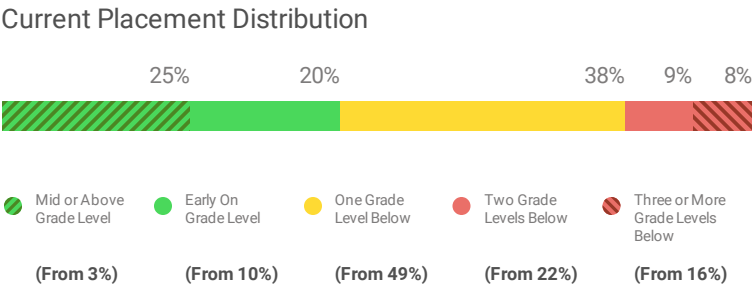
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	85%	44%	44%	4%	55%	55/55

School	Fenton Avenue CS
Subject	Math
Academic Year	2023 - 2024
Hispanic or Latino	Yes - Hispanic or Latino
Comparison Diagnostic	Final Diagnostic

Students Assessed/Total: 622/626



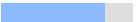
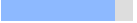
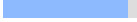
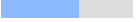
The median percent progress towards Typical Growth for this school is 104%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

Grade

Showing 6 of 6

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	 108%	55%	 89%	43%	48%	42/43
Grade 1	 100%	52%	 78%	36%	50%	44/44
Grade 2	 114%	64%	 80%	18%	59%	22/22
Grade 3	 127%	72%	 86%	37%	84%	174/175
Grade 4	 94%	46%	 59%	20%	67%	168/170

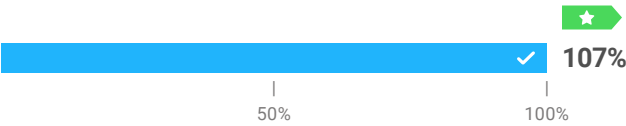
School	Fenton Avenue CS
Subject	Math
Academic Year	2023 - 2024
Hispanic or Latino	Yes - Hispanic or Latino
Comparison Diagnostic	Final Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	85%	44%	45%	8%	53%	172/172

School	Fenton Avenue CS
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

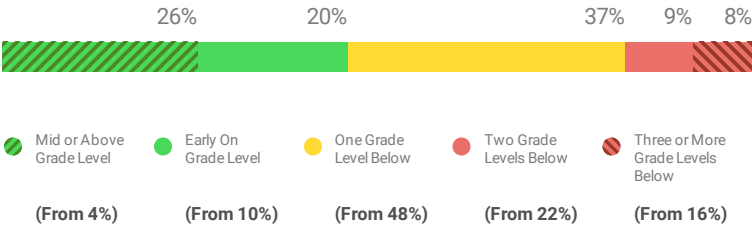
Students Assessed/Total: 673/680

Progress to Annual Typical Growth (Median)

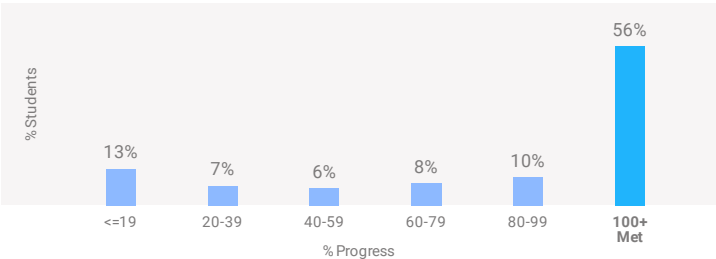


The median percent progress towards Typical Growth for this school is 107%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

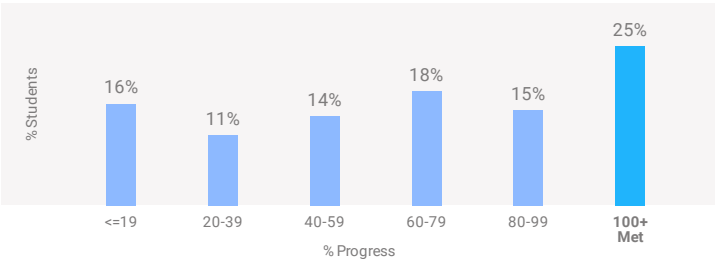
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



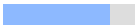
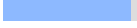
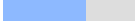
Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	 113%	57%	 90%	45%	51%	47/48
Grade 1	 100%	51%	 78%	36%	49%	47/47
Grade 2	 115%	68%	 81%	20%	64%	25/25
Grade 3	 127%	72%	 86%	37%	84%	183/185
Grade 4	 96%	48%	 63%	22%	69%	186/189

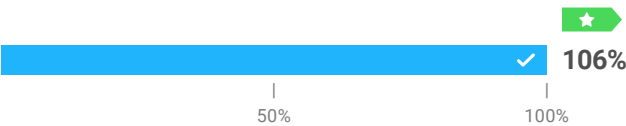
School	Fenton Avenue CS
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	86%	46%	46%	9%	55%	185/186

School	Fenton Avenue CS
Subject	Math
Academic Year	2023 - 2024
Economically Disadvantaged	Yes - Economically Disadvantaged
Comparison Diagnostic	Final Diagnostic

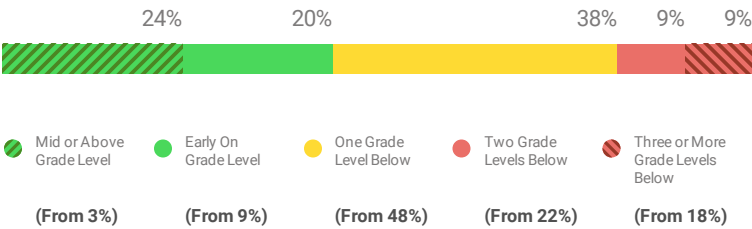
Students Assessed/Total: 581/588

Progress to Annual Typical Growth (Median)

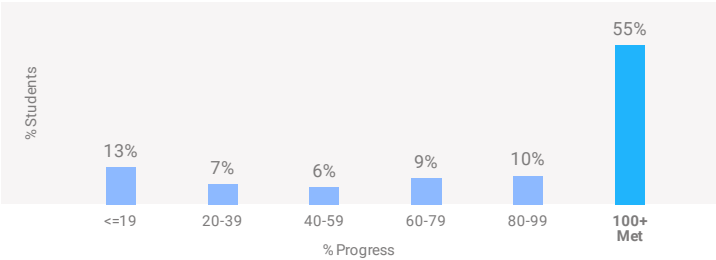


The median percent progress towards Typical Growth for this school is 106%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

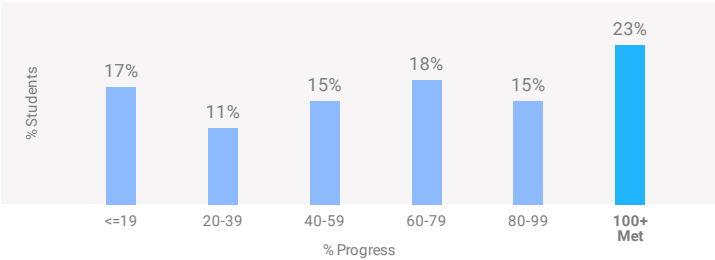
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	97%	49%	79%	38%	46%	39/40
Grade 1	100%	51%	78%	41%	54%	39/39
Grade 2	115%	71%	81%	19%	57%	21/21
Grade 3	127%	74%	86%	36%	85%	156/158
Grade 4	92%	45%	59%	20%	68%	161/164

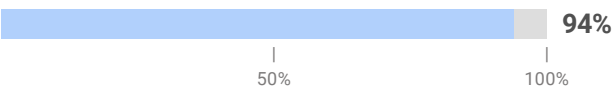
School	Fenton Avenue CS
Subject	Math
Academic Year	2023 - 2024
Economically Disadvantaged	Yes - Economically Disadvantaged
Comparison Diagnostic	Final Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	85%	45%	46%	8%	54%	165/166

School	Fenton Avenue CS
Subject	Math
Academic Year	2023 - 2024
Special Education	Yes - Special Education
Comparison Diagnostic	Final Diagnostic

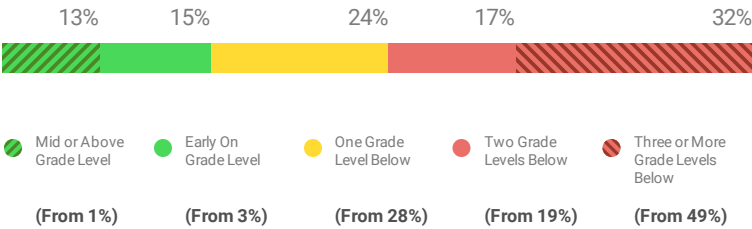
Students Assessed/Total: 72/73

Progress to Annual Typical Growth (Median)



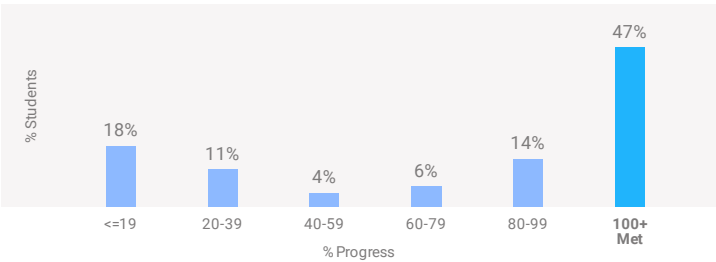
The median percent progress towards Typical Growth for this school is 94%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

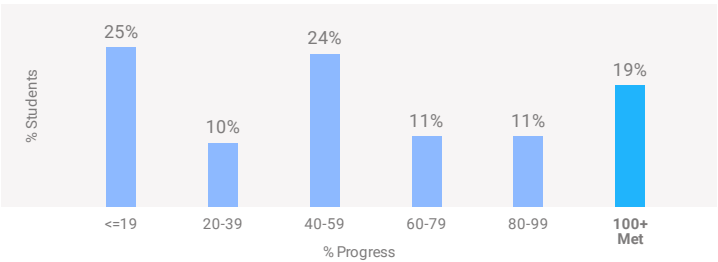


Mid or Above Grade Level (From 1%) Early On Grade Level (From 3%) One Grade Level Below (From 28%) Two Grade Levels Below (From 19%) Three or More Grade Levels Below (From 49%)

Distribution of Progress to Annual Typical Growth

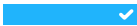
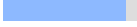
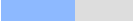
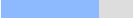


Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade Showing 6 of 6

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	 116%	50%	 95%	50%	50%	2/2
Grade 1	 183%	100%	 143%	100%	100%	1/1
Grade 2	 131%	100%	 94%	0%	100%	1/1
Grade 3	 93%	46%	 56%	23%	73%	26/26
Grade 4	 143%	58%	 74%	21%	79%	19/20

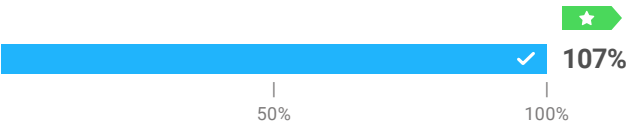
School	Fenton Avenue CS
Subject	Math
Academic Year	2023 - 2024
Special Education	Yes - Special Education
Comparison Diagnostic	Final Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	39%	35%	25%	9%	52%	23/23

School	Fenton Avenue CS
Subject	Math
Academic Year	2022 - 2023
Race	Black or African American
Comparison Diagnostic	Final Diagnostic

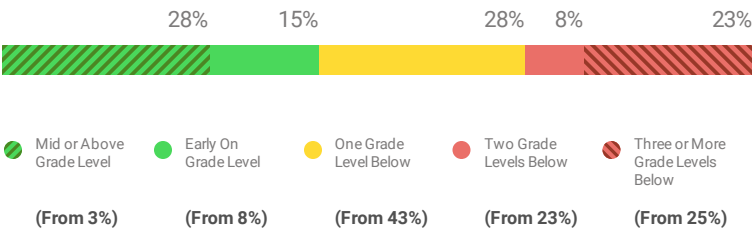
Students Assessed/Total: 40/41

Progress to Annual Typical Growth (Median)

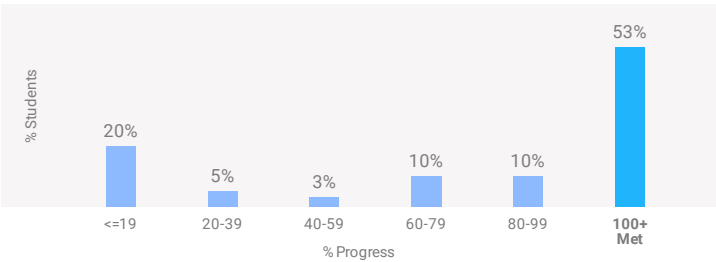


The median percent progress towards Typical Growth for this school is 107%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

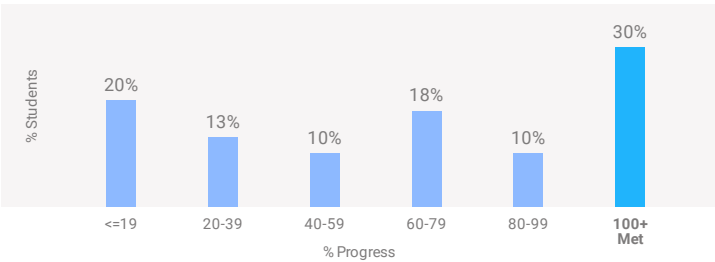
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	172%	100%	141%	100%	100%	1/2
Grade 1	0%	0%	0%	0%	0%	1/1
Grade 2	234%	100%	142%	100%	100%	1/1
Grade 3	126%	67%	87%	44%	78%	18/18
Grade 4	57%	50%	36%	13%	50%	8/8

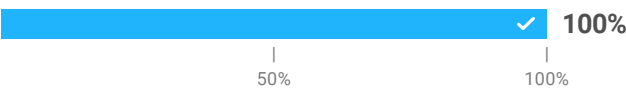
School	Fenton Avenue CS
Subject	Math
Academic Year	2022 - 2023
Race	Black or African American
Comparison Diagnostic	Final Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	70%	27%	39%	9%	55%	11/11

School	Fenton Avenue CS
Subject	Math
Academic Year	2022 - 2023
English Learner	Yes - English Learner
Comparison Diagnostic	Final Diagnostic

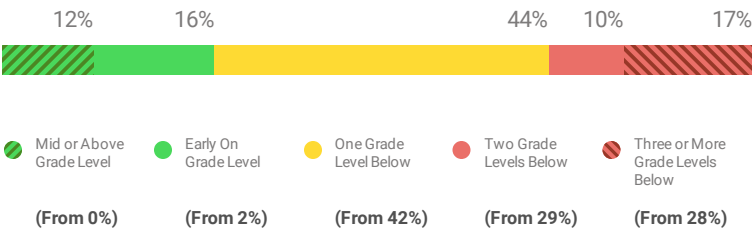
Students Assessed/Total: 195/195

Progress to Annual Typical Growth (Median)

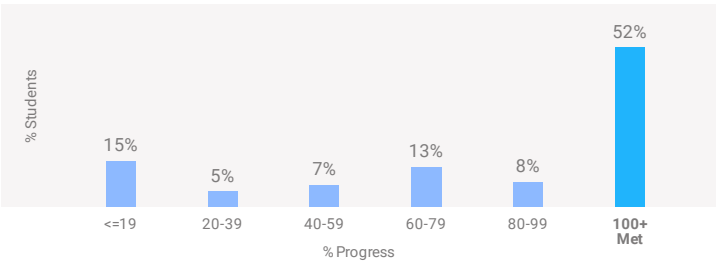


The median percent progress towards Typical Growth for this school is 100%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

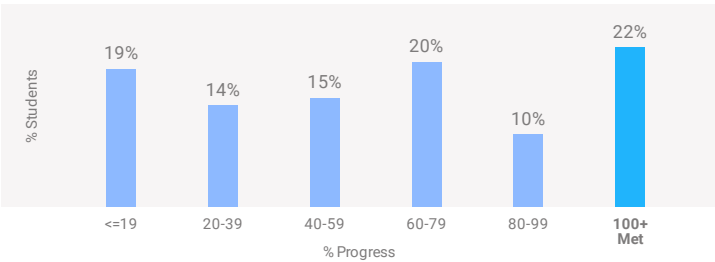
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

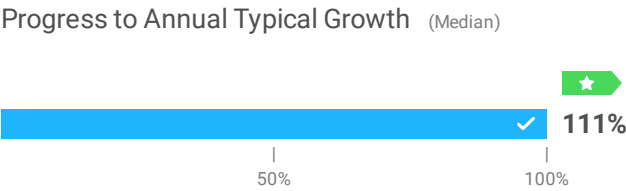
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	57%	25%	46%	25%	13%	16/16
Grade 1	159%	63%	124%	63%	63%	8/8
Grade 2	108%	64%	78%	18%	73%	11/11
Grade 3	112%	60%	72%	28%	78%	50/50
Grade 4	100%	55%	63%	18%	71%	65/65

School	Fenton Avenue CS
Subject	Math
Academic Year	2022 - 2023
English Learner	Yes - English Learner
Comparison Diagnostic	Final Diagnostic

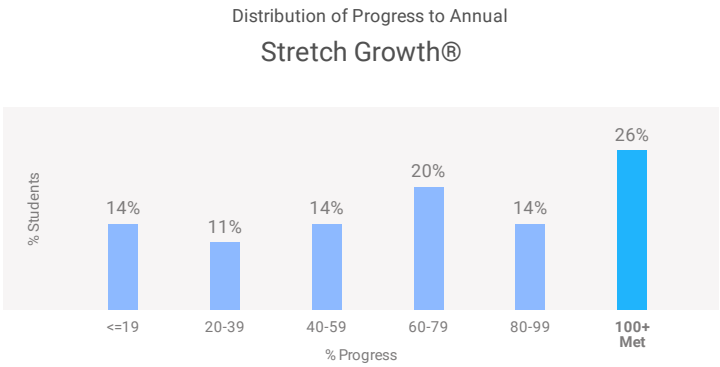
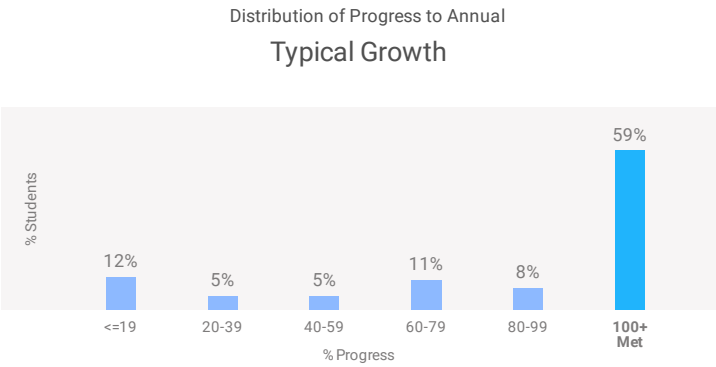
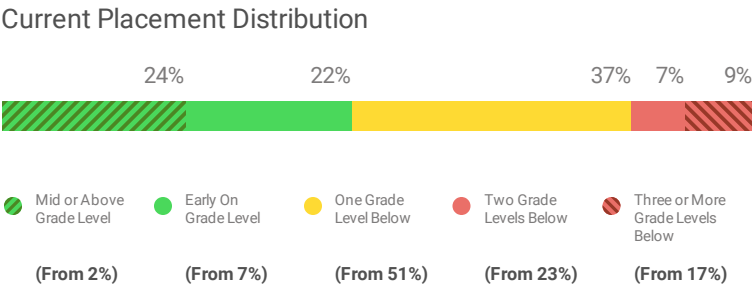
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	75%	44%	37%	11%	62%	45/45

School	Fenton Avenue CS
Subject	Math
Academic Year	2022 - 2023
Hispanic or Latino	Yes - Hispanic or Latino
Comparison Diagnostic	Final Diagnostic

Students Assessed/Total: 563/569



The median percent progress towards Typical Growth for this school is 111%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

Grade

Showing 6 of 6

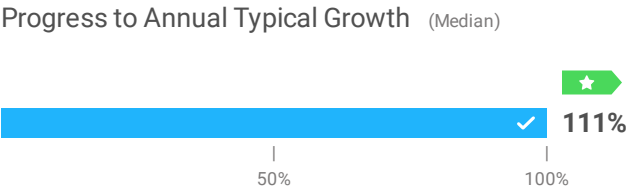
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	 69%	38%	 56%	34%	31%	32/33
Grade 1	 112%	64%	 85%	41%	64%	22/22
Grade 2	 112%	73%	 81%	14%	77%	22/23
Grade 3	 115%	67%	 77%	32%	83%	149/150
Grade 4	 113%	59%	 72%	28%	74%	165/168

School	Fenton Avenue CS
Subject	Math
Academic Year	2022 - 2023
Hispanic or Latino	Yes - Hispanic or Latino
Comparison Diagnostic	Final Diagnostic

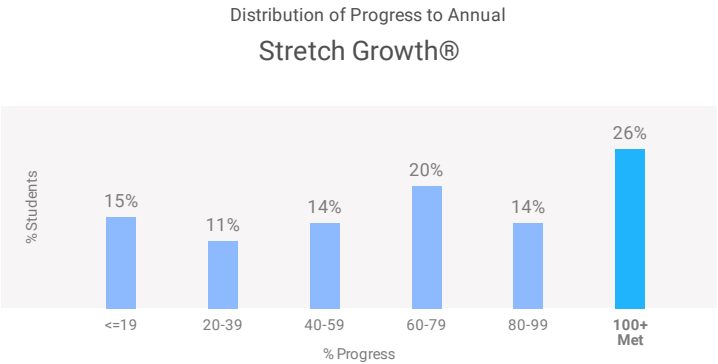
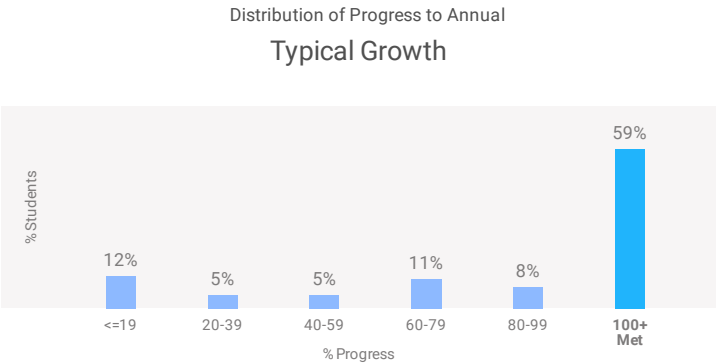
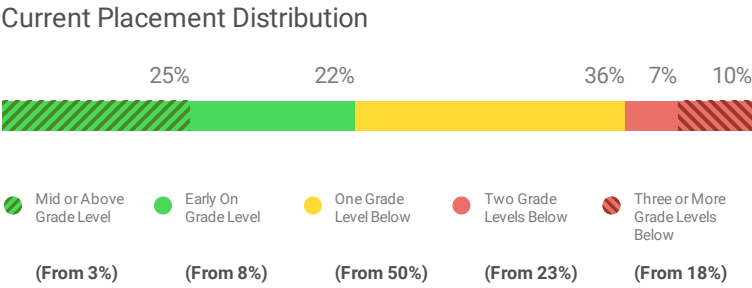
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	✓ 106%	53%	56%	18%	64%	173/173

School	Fenton Avenue CS
Subject	Math
Academic Year	2022 - 2023
Comparison Diagnostic	Final Diagnostic

Students Assessed/Total: 616/623



The median percent progress towards Typical Growth for this school is 111%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

Grade

Showing 6 of 6

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	69%	39%	56%	36%	33%	36/38
Grade 1	102%	58%	80%	38%	63%	24/24
Grade 2	115%	75%	83%	17%	79%	24/25
Grade 3	115%	66%	79%	33%	83%	166/167
Grade 4	113%	59%	73%	27%	73%	181/184

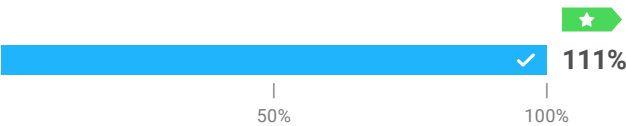
School	Fenton Avenue CS
Subject	Math
Academic Year	2022 - 2023
Comparison Diagnostic	Final Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	106%	53%	56%	18%	64%	185/185

School	Fenton Avenue CS
Subject	Math
Academic Year	2022 - 2023
Economically Disadvantaged	Yes - Economically Disadvantaged
Comparison Diagnostic	Final Diagnostic

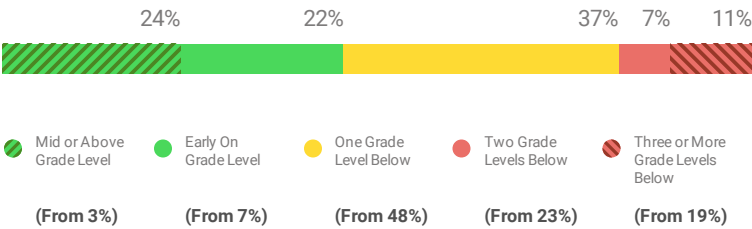
Students Assessed/Total: 536/541

Progress to Annual Typical Growth (Median)

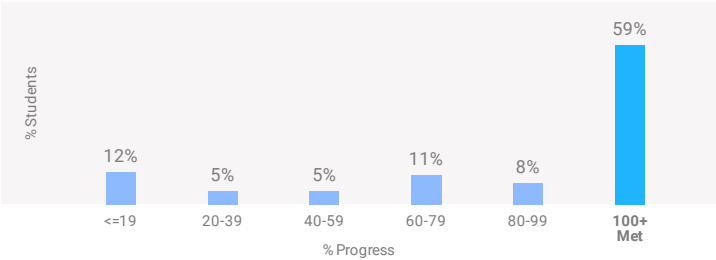


The median percent progress towards Typical Growth for this school is 111%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

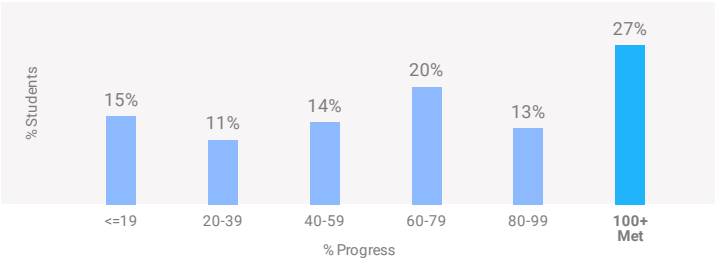
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	66%	35%	54%	35%	29%	31/33
Grade 1	100%	57%	78%	38%	62%	21/21
Grade 2	115%	74%	83%	17%	78%	23/23
Grade 3	115%	67%	79%	34%	83%	141/142
Grade 4	113%	60%	74%	26%	74%	164/166

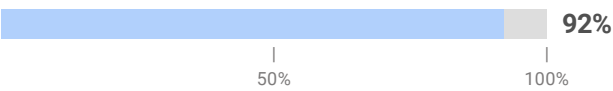
School	Fenton Avenue CS
Subject	Math
Academic Year	2022 - 2023
Economically Disadvantaged	Yes - Economically Disadvantaged
Comparison Diagnostic	Final Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	106%	54%	56%	19%	65%	156/156

School	Fenton Avenue CS
Subject	Math
Academic Year	2022 - 2023
Special Education	Yes - Special Education
Comparison Diagnostic	Final Diagnostic

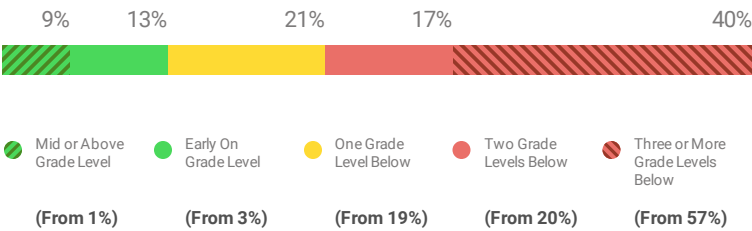
Students Assessed/Total: 95/97

Progress to Annual Typical Growth (Median)

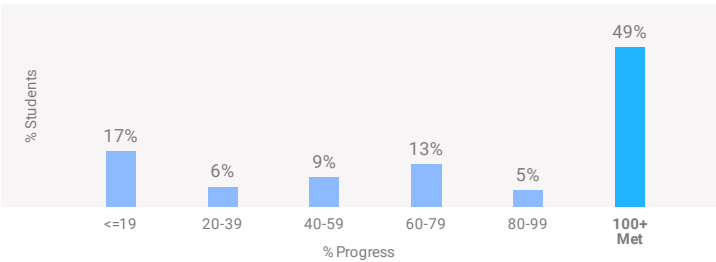


The median percent progress towards Typical Growth for this school is 92%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

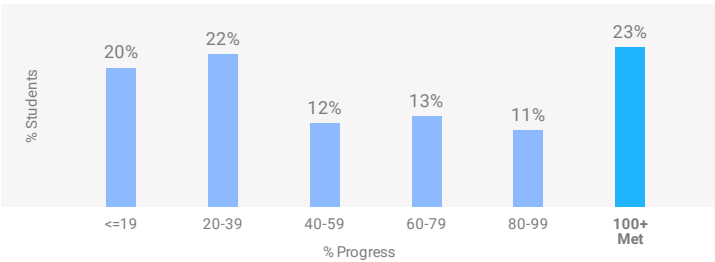
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	125%	100%	103%	100%	100%	1/2
Grade 1	169%	100%	132%	100%	100%	1/1
Grade 2	132%	75%	87%	25%	100%	4/4
Grade 3	115%	57%	72%	35%	70%	23/24
Grade 4	92%	48%	53%	24%	60%	25/25

School	Fenton Avenue CS
Subject	Math
Academic Year	2022 - 2023
Special Education	Yes - Special Education
Comparison Diagnostic	Final Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	75%	41%	37%	12%	56%	41/41

ATTACHMENT D



LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report
 DESEGREGATION IMPACT STATEMENT (DIS)
 FENTON AVENUE CHARTER
 BOARD OF EDUCATION REPORT 098 – 24/25
 November 19, 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 832 students in grades TK-5 in each year of the charter term.

II. Summary Description of Current District Practice:

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

III. Proposed Change:

The approval of this charter petition would renew the charter of Fenton Avenue Charter 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:


 Yolanda Jordan
 Specialist
 Charter Schools Division

APPROVED BY:


 KEITH H. ABRAHAM, III
 Executive Director
 Student Integration Services

[Return to Order of Business](#)

TAB 31



Board of Education Report

File #: Rep-099-24/25, Version: 1

Approval of the Renewal Petition for Fenton Primary Center [PUBLIC HEARING]

November 19, 2024

Charter Schools Division

Action Proposed:

Approve the renewal petition for Fenton Primary Center (“Charter School”), located in Board District 6 and Region North, for five (5) years, beginning July 1, 2025 until June 30, 2030, to serve up to 840 students in grades TK-2 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:

Fenton Primary Center is a TK-2 school currently serving 460 students on a private facility in Pacoima at 11351 Dronfield Avenue, Pacoima, CA, 91331 in Board District 6 and Region North. Fenton Primary Center was originally approved by the LAUSD Board of Education on March 13, 2007. On September 20, 2016, the charter school was renewed for a five-year term to serve 840 students in grades TK-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 Fenton Primary Center expires June 30, 2025.

On August 21, 2024, Fenton Primary Center submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through November 19, 2024.

An initial Public Hearing was held on September 10, 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 Fenton Primary Center 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. 099, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of 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.

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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 - Fenton Primary Center Data Set

Attachment C - Verified Data Reports

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/1HFXDaxqODK7mpDqQDi1D_GHw2gUsu-jO?usp=drive_link≥](https://drive.google.com/drive/folders/1HFXDaxqODK7mpDqQDi1D_GHw2gUsu-jO?usp=drive_link)

Informatives:

Not applicable

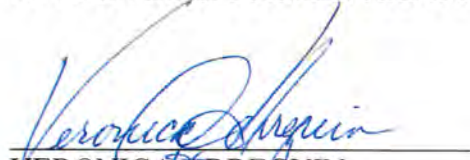
Submitted:

10/22/24

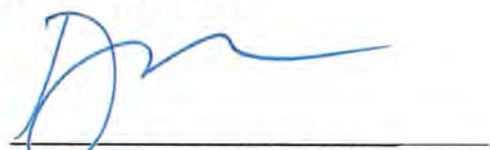
RESPECTFULLY SUBMITTED,


ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:


VERONICA ARREGUIN
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:


DEVORA NAVERA REED
General Counsel☒ Approved as to form.

APPROVED & PRESENTED BY:


JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division

REVIEWED BY:


NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance☒ Approved as to budget impact statement.

STAFF ASSESSMENT AND RECOMMENDATION REPORT

RENEWAL PETITION

Board of Education Report 099-24/25
November 19, 2024

School Name:	Fenton Primary Center			BOARD IS REQUIRED TO TAKE ACTION BY: November 19, 2024
Type of Charter School:	Start-Up Independent Charter School			
Charter Operator	Fenton Charter Public Schools			
Location Code:	3746			
Type of Site(s):	Private			
Site Address(es):	11351 Dronfield Avenue, Pacoima, CA 91331			
Board District(s):	6	Region(s):	North	
Grade Levels Served:	TK-2	Current Enrollment:	460	
Grade Levels Authorized in Current Charter:	TK-2	Approved Enrollment in Current Charter:	840	
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 Fenton Primary Center ("FPC" or "Charter School"), located in Board District 6 and Region North, for a term of five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 840 students in grades TK-2 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

	Fenton Primary Center
Initial Authorization:	On March 13, 2007, Fenton Primary Center was authorized by the LAUSD Board of Education to serve 480 students in grades K-1.
Most Recent Renewal	The charter was renewed on September 20, 2016 for a five-year term (July 1, 2017 - June 30, 2022) to serve up to 840 students in grades TK-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 Fenton Primary Center expires June 30, 2025.

	Fenton Primary Center
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Fenton Primary Center submitted its renewal petition application on August 21, 2024. The 90-day statutory timeline for Board action on the petition runs through November 19, 2024.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	FPC implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	FPC participates in LAUSD Special Education Local Plan Area (SELPA) Option 3

B. Charter School Operator

Fenton Primary Center is operated by Fenton Charter Public Schools (FCPS), a California nonprofit public benefit corporation that also operates four other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Fenton Primary Center has been identified by the state as a Middle performing charter school. Consistent with Education Code section 47607.2 (b)(1), California’s ESSA State Plan and the 2023 Dashboard Technical Guide: Academic Indicators (“Dashboard Technical Guide”) the recommendation for renewal has considered “Pair and Share”¹ academic performance data based on the grade three Distance From Standard (DFS) results of the school(s) where the grade two students matriculate to (in this case, Fenton Avenue Charter) 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 has attained measurable increases in academic

¹Per the [Dashboard Technical Guide](#) published by the California Department of Education, “schools that serve kindergarten, grade one, and/or grade two only (non-testing grades) are required to receive a performance level on the Academic Indicator even though students in these grades are not administered the ELA and Mathematics assessments. The process of assigning DFS results to these schools is called “Pair and Share.” These schools are specifically assigned ... the grade three DFS results of the school(s) where the grade two students matriculate to. The district or school informs the CDE of the matriculation patterns for up to three schools.” The Dashboard Technical Guide also notes that Pair and Share schools do not receive student group data, do not receive participation rates, and are not held responsible for meeting the 95 percent participation rate goal. The Dashboard Technical Guide also notes: “The federal Pair and Share requirement only applies to the Academic Indicators. The data for the other state indicators are based on these schools’ own data.”

achievement schoolwide, and, per submitted verified data, student groups. Please see the attached Fenton Primary Center Data Set and Verified Data Reports.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels were 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.

Fenton Primary Center Dashboard Indicators

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

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

c. English Language Arts Indicator

Fenton Primary Center was assigned a “Status Level” in 2022, and a Performance Level (color) and “Change Level” in 2023 through the application of the state’s “Pair and Share” methodology for the ELA indicator. Schools assigned “Pair and Share” data only receive schoolwide performance data and do not receive student group performance data. In 2022 in English Language Arts (ELA), the charter school’s Distance from Standard (DFS) was lower than the state for All Students. In 2023 in ELA, the charter school’s DFS was higher than the state for All Students.

Fenton Primary Center - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Not Applicable	Low	-37.4	Low	-12.2	Lower

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

Fenton Primary Center - 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	Not Applicable	Green	-1.3	36.1	Orange	-13.6	Higher

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

d. Math Indicator

Fenton Primary Center was assigned a “Status Level” in 2022, and a Performance Level (color) and “Change Level” in 2023 through the application of the state’s “Pair and Share” methodology for the Math indicator. Schools assigned “Pair and Share” data only receive schoolwide performance data and do not receive student group performance data. In

2022 in Math, the charter school's DFS was higher than the state for All Students. In 2023 in Math, the charter school's DFS was higher than the state for All Students.

Fenton Primary Center - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Not Applicable	Low	-29.9	Low	-51.7	Higher

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

Fenton Primary Center - 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	Not Applicable	Green	-2.6	27.2	Orange	-49.1	Higher

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

e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's Status Level 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 higher than the state's rate.

Fenton Primary Center - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Low	37.4%	Medium	50.3%	Lower

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

Fenton Primary Center - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Green	49.2%	11.7%	Yellow	48.7%	Higher

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

f. College/Career Indicator

Not applicable

g. Chronic Absenteeism Indicator

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

charter school's rate of chronic absenteeism was lower than the state for All Students and for all five numerically significant student groups.

h. Graduation Indicator [HS only]

Not applicable

i. Suspension Rate Indicator

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

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 Fenton Primary Center's 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>Developing</i>
2023-2024	<i>Proficient</i>
Concerns	The rating of <i>Developing</i> in 2022-2023 was due to a majority of reported indicators that were rated at a "2" or "1."

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2022-2023	<i>Accomplished</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>Accomplished</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.

ELA

Charter School provided data for Reading from “i-Ready K-8 by Curriculum Associates” (i-Ready) *Diagnostic Growth* report for 2022-2023 and 2023-2024 (“Final Diagnostic” or “Spring (March 2- End of Year)”) for All Students and for the following student groups²: English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

Per Education Code section 47607.2(c)(2), the State Board of Education established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready's publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 431 students were assessed in Reading and 444 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2023-2024 assessment data appears to include at least 95% of eligible students.

For Reading, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 116%. Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, “Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers.” Therefore, based on i-Ready's Median

² Student group names that appear on the report may be different than names on the CA Dashboard (e.g. “Students with Disabilities” will be labeled as “Special Education” on i-Ready report).

Progress to Typical Growth targets³ to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation “that schools that achieve a year’s worth of growth, adjusted for error, have exhibited sufficient growth,” Charter School met for All Students in Reading in 2023-2024.

As seen in the table below, Charter School provided the most recent data for four student groups and all student groups demonstrated one year’s progress based on i-Ready’s Median Progress to Typical Growth Targets in 2023-2024.

i-Ready Diagnostic Growth Reading 2023-2024				
Student Groups	Number of Students Tested	i-Ready Growth Target	Reading: Progress to Annual Typical Growth (Median)	One Year’s Progress
All Students Grade K-2	431	Grades K-5: 75%	116%	Met
English Learner	146	Grades K-5: 75%	108%	Met
Latino	397	Grades K-5: 75%	114%	Met
Socioeconomically Disadvantaged	367	Grades K-5: 75%	114%	Met
Students with Disabilities	39	Grades K-5: 75%	102%	Met

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

Charter School also submitted verified data using i-Ready for the 2022-2023 school year. Based on i-Ready’s prior Typical Growth target of 50% of the students making 100% Typical Growth, Charter School met the one year’s progress for All Students and for all four of the school’s student groups in Reading in 2022-2023.

MATH

Charter School provided data for Math from an “i-Ready K-8 by Curriculum Associates” (i-Ready) *Diagnostic Growth* report for 2022-2023 and 2023-2024 (“Final Diagnostic” or “Spring (March 2- End of Year)”) for All Students and for the following student groups⁴: English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

Per Education Code section 47607.2(c)(2), the State Board of Education established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready’s publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 429 students were assessed in Math and 444 students were

³ In 2023, Curriculum Associates revised typical growth targets in Reading to be 75% in Grades K-5 and 45% in Grades 6-8.

⁴ Student group names that appear on the report may be different than names on the CA Dashboard (e.g., “Students with Disabilities” will be labeled as “Special Education” on i-Ready report).

enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2023-2024 assessment data appears to include at least 95% of eligible students.

For Math, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 119%. Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, “Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers.” Therefore, based on i-Ready’s Median Progress to Typical Growth targets⁵ to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation “that schools that achieve a year’s worth of growth, adjusted for error, have exhibited sufficient growth,” Charter School met for All Students in Math in 2023-2024.

As seen in the table below, Charter School provided the most recent data for four student groups and all student groups demonstrated one year’s progress based on i-Ready’s Median Progress to Typical Growth Targets in 2023-2024.

Student Groups	i-Ready Diagnostic Growth Math 2023-2024			
	Number of Students Tested	i-Ready Growth Target	Math: Progress to Annual Typical Growth (Median)	One Year’s Progress
All Students Grade K-5	429	Grades K-5: 80%	119%	Met
English Learner	145	Grades K-5: 80%	121%	Met
Latino	395	Grades K-5: 80%	119%	Met
Socioeconomically Disadvantaged	365	Grades K-5: 80%	121%	Met
Students with Disabilities	39	Grades K-5: 80%	97%	Met

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

Charter School also submitted verified data using i-Ready for the 2022-2023 school year. Based on i-Ready’s prior Typical Growth target of 50% of the students making 100% Typical Growth, Charter School met the one year’s progress for All Students and for all four of the school’s student groups in Math in 2022-2023.

Based on the review and consideration of verified data, Fenton Primary Center included two years of data, including schoolwide and student group reports (English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) for both ELA and Math. In 2022-2023 and 2023-2024, Fenton Primary Center appears to have met 95 percent participation rate for schoolwide and all student groups.

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

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Fenton Primary Center's fiscal condition has been positive 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	\$4,489,807	\$6,630,064	\$6,657,010	\$6,439,065	\$6,509,230
Net Income/Loss	\$328,362	\$2,140,257	\$123,461	(\$217,945) ²	\$70,165
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	(\$96,515) ¹	\$0	\$0
Norm Enrollment ³	687	620	604	481	502

¹ Per Fenton Charter Public Schools, the prior-year adjustment of (\$96,515) in Fiscal Year 2021-2022 represented the amount due to the grantor related to the Clean Energy Jobs Act projects.

² According to Fenton Charter Public Schools, Charter School incurred a net loss of (\$217,945) for Fiscal Year 2022-2023 primarily due to the decrease in student enrollment and the implementation of the Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) 842 (Leases), which introduced new accounting requirements for long-term leased assets, effective in Fiscal Year 2022-2023.

³ According to Fenton Charter Public Schools, the charter operator continues to adapt to meet the evolving needs of Fenton Primary Center's students and families. 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

Fenton Charter Public Schools provides its employees with Post-Employment Benefits Other than Pensions (OPEB). According to Fenton Charter Public Schools' most current actuarial report and independent audit report for the 2022-2023 school year, the organization had a net defined benefit plan liability of \$348,943 for the organization.

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

FENTON CHARTER PUBLIC 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)
5	5	\$33,704,571	\$941,415	\$3,329,990	\$28,828

Fenton Primary Center

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
N	6	3746	Fenton Primary Center	All Students	200	-37.4	Low	-12.2	Low	Lower	165	Green	-1.3	36.1	Increased Significantly	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	0	--	--	-57.7	Low	--	0	--	--	--	Orange	-59.6	-2	Maintained	--	
				English Learner	0	--	--	-61.2	Low	--	0	--	--	--	Orange	-67.7	-6.5	Declined	--	
				Filipino	0	--	--	42.9	High	--	0	--	--	--	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	--	0	--	--	--	Orange	-67.9	-5	Declined	--	
				Latino	0	--	--	-38.6	Low	--	0	--	--	--	Orange	-40.2	-1.7	Maintained	--	
				Native Hawaiian or Pacific Islander	0	--	--	-29.1	Low	--	0	--	--	--	Orange	-32.5	-3.4	Declined	--	
				Socioeconomically Disadvantaged	0	--	--	-41.4	Low	--	0	--	--	--	Orange	-42.6	-1.2	Maintained	--	
				Students with Disabilities	0	--	--	-97.3	Very Low	--	0	--	--	--	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 *	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Participation Rate Met 2022 *	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Percent of students tested in 2023	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Participation Rate Met 2023	--	--	--	--	--	--	--	--	--	--	--	--	--	--

* 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

Fenton Primary Center

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
N	6	3746	Fenton Primary Center	All Students	200	-29.9	Low	-51.7	Low	Higher	165	Green	-2.6	27.2	Increased Significantly	Orange	-49.1	2.6	Maintained	Higher
				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	0	--	--	-106.9	Very Low	--	0	--	--	--	--	Red	-104.5	2.6	Maintained	--
				English Learner	0	--	--	-92.0	Low	--	0	--	--	--	--	Orange	-93.4	-1.4	Maintained	--
				Filipino	0	--	--	2.7	High	--	0	--	--	--	--	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	--	0	--	--	--	--	Red	-101.3	0.5	Maintained	--
				Latino	0	--	--	-83.4	Low	--	0	--	--	--	--	Orange	-80.8	2.6	Maintained	--
				Native Hawaiian or Pacific Islander	0	--	--	-71.3	Low	--	0	--	--	--	--	Orange	-71.3	0.0	Maintained	--
				Socioeconomically Disadvantaged	0	--	--	-84.0	Low	--	0	--	--	--	--	Yellow	-80.8	3.2	Increased	--
				Students with Disabilities	0	--	--	-130.8	Very Low	--	0	--	--	--	--	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 **	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Participation Rate Met 2022 *	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Percent of students tested in 2023	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Participation Rate Met 2023	--	--	--	--	--	--	--	--	--	--	--	--	--	--

* 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

Fenton Primary Center

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
N	6	3746	Fenton Primary Center	English Learner	131	37.4%	Low	50.3%	Medium	Lower	118	Green	49.2%	11.7%	Increased Significantly	Yellow	48.7%	-1.6%	Maintained	Higher

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	249	248	99.6%	Yes
2023	219	219	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		
Fenton Primary Center		State
ELs Who Progressed at Least One ELPI Level	35.1%	47.5%
ELs Who Maintained ELPI Level 4	2.3%	2.8%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	26.7%	31.4%
ELs Who Decreased at Least One ELPI Level	35.9%	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		
Fenton Primary Center		State
ELs Who Progressed at Least One ELPI Level	49.2%	46.4%
ELs Who Maintained ELPI Level 4	0.0%	2.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	27.1%	32.7%
ELs Who Decreased at Least One ELPI Level	23.7%	18.6%

Fenton Primary Center

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/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/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
N	6	3746	Fenton Primary Center	All Students	662	16.8%	High	30.0%	Very High	Lower	577	Blue	2.9%	-13.8%	Declined Significantly	Yellow	24.3%	-5.7	Declined Significantly	Lower
				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	*	--	No Performance Level	11.5%	High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	10.1%	-1.4	Declined	--
				Black or African American	33	27.3%	Very High	42.9%	Very High	Lower	29	No Color	0.0%	-27.3%	Declined	Yellow	36.4%	-6.5	Declined Significantly	--
				English Learner	284	16.2%	High	33.6%	Very High	Lower	231	Blue	3.9%	-12.3%	Declined Significantly	Yellow	26.3%	-7.3	Declined Significantly	Lower
				Filipino	*	--	No Performance Level	16.2%	High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	13.8%	-2.4	Declined	--
				Foster Youth	16	18.8%	No Performance Level	42.1%	Very High	--	16	No Color	6.3%	-12.5%	Declined	Yellow	33.6%	-8.5	Declined Significantly	--
				Homeless Youth	22	27.3%	No Performance Level	45.1%	Very High	--	35	No Color	2.9%	-24.4%	Declined	Yellow	38.7%	-6.4	Declined Significantly	Lower
				Latino	605	16.5%	High	35.8%	Very High	Lower	527	Blue	3.2%	-13.3%	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	558	18.8%	High	37.4%	Very High	Lower	513	Blue	3.1%	-15.7%	Declined Significantly	Yellow	29.9%	-7.5	Declined Significantly	Lower
				Students with Disabilities	93	18.3%	High	39.6%	Very High	Lower	98	Blue	2.0%	-16.2%	Declined	Yellow	33.1%	-6.5	Declined Significantly	Lower
				Two or More Races	*	--	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	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	18.5%	-3.5	Declined Significantly	--

Data Sources: California School Dashboard Research data files 2023

Fenton Primary Center

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
N	6	3746	Fenton Primary Center	All Students	673	0.0%	Very Low	3.1%	Medium	Lower	586	Blue	0.0%	0.0%	Maintained	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	--	*	No Color	--	--	No Change Level	Green	1.1%	0.2%	Maintained	--
				Black or African American	33	0.0%	Very Low	7.9%	High	Lower	30	Blue	0.0%	0.0%	Maintained	Red	8.8%	0.9%	Increased	Lower
				English Learner	289	0.0%	Very Low	3.2%	Medium	Lower	234	Blue	0.0%	0.0%	Maintained	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	18	0.0%	No Performance Level	12.4%	Very High	--	19	No Color	0.0%	0.0%	Maintained	Red	13.6%	1.2%	Increased	--
				Homeless Youth	23	0.0%	No Performance Level	5.5%	High	--	39	No Color	0.0%	0.0%	Maintained	Orange	6.5%	1.0%	Increased	Lower
				Latino	615	0.0%	Very Low	3.3%	Medium	Lower	535	Blue	0.0%	0.0%	Maintained	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	568	0.0%	Very Low	4.0%	Medium	Lower	521	Blue	0.0%	0.0%	Maintained	Orange	4.5%	0.5%	Increased	Lower
				Students with Disabilities	93	0.0%	Very Low	5.4%	High	Lower	100	Blue	0.0%	0.0%	Maintained	Orange	5.9%	0.5%	Increased	Lower
				Two or More Races	*	--	No Performance Level	2.9%	Medium	--	*	No Color	--	--	No Change Level	Orange	3.3%	0.4%	Increased	--
				White	*	--	No Performance Level	2.6%	Medium	--	*	No Color	--	--	No Change Level	Yellow	2.9%	0.2%	Maintained	--

Data Sources: California School Dashboard Research data files 2023

Fenton Primary Center

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/ds/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/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
N	6	3746	Fenton Primary Center	528	84.8%	0.0%	0.0%	0.6%	3.8%	37.1%	1.1%	1.7%	5.1%	91.1%	0.0%	0.2%	0.2%	84.8%	15.2%	0.4%	2.7%
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
N	6	3746	Fenton Primary Center	532	85.5%	0.0%	0.2%	0.4%	4.3%	39.8%	0.8%	1.1%	4.5%	92.3%	0.0%	0.4%	0.0%	85.9%	12.6%	0.4%	1.3%
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/ds/filesenr.asp>

Fenton Primary Center

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
N	6	3746	Fenton Primary Center	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>

Fenton Primary Center

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
N	6	3746	Fenton Primary Center	LTEL 6+ Years	0	0.0%	226,535	11.1%	0	0.0%	211,218	18.1%
				At-Risk 4-5 Years	0	0.0%	144,190	7.1%	0	0.0%	136,190	9.6%
				EL 0-3 Years	211	90.9%	505,487	24.8%	194	87.0%	519,652	26.0%
				EL 4+ Years Not At-Risk or LTEL	1	0.4%	236,323	11.6%	2	0.9%	207,773	10.4%
				EL total	212	91.4%	1,112,535	54.5%	196	87.9%	1,074,833	53.8%
				RFEP	20	8.6%	927,723	45.5%	27	12.1%	924,460	46.2%
				Total (Ever)	232	100.0%	2,040,258	100.0%	223	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>

Fenton Primary Center

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 %
N	6	3746	Fenton Primary Center	528	80	15.2%
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 %
N	6	3746	Fenton Primary Center	532	67	12.6%
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
N	6	3746	Fenton Primary Center	64.8%	35.2%	21	0	0	0	0	0	4	0	5	0	6	35	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

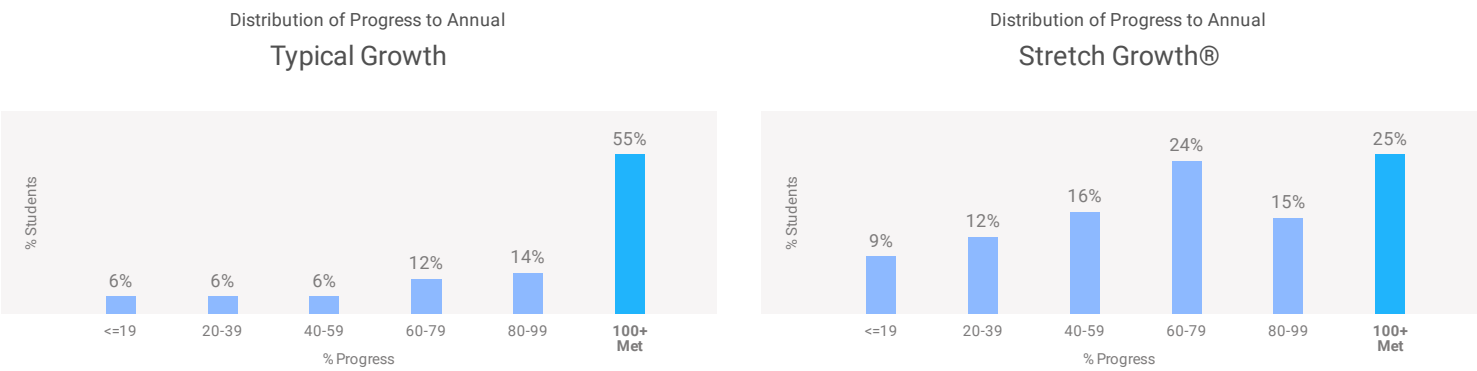
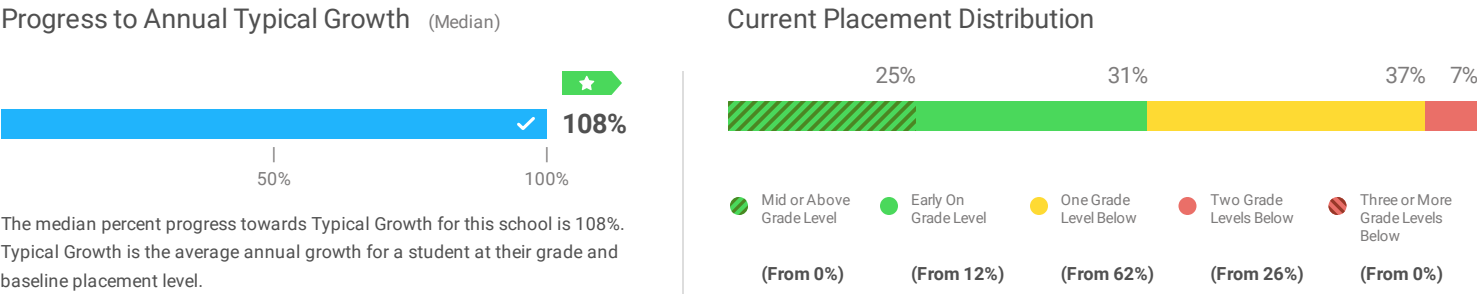
RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
N	6	3746	Fenton Primary Center	71.6%	28.4%	16	0	0	0	0	0	3	0	6	0	10	32	0	0
Los Angeles Unified				68.3%	31.6%	16,427	5	226	1,143	1	994	3,495	354	10,342	1,065	29,411	12,139	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).

School	Fenton Primary Center
Subject	Reading
Academic Year	2023 - 2024
English Learner	Yes - English Learner
Comparison Diagnostic	Final Diagnostic

Students Assessed/Total: 146/152

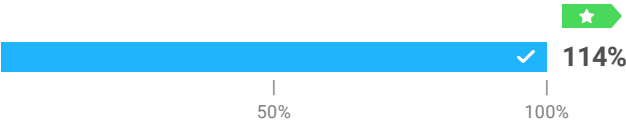


Choose to Show Results By						
Grade						
Showing 3 of 3						
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	94%	47%	69%	22%	76%	55/56
Grade 1	✓ 108%	61%	67%	33%	67%	33/36
Grade 2	✓ 120%	60%	70%	22%	71%	58/60

School	Fenton Primary Center
Subject	Reading
Academic Year	2023 - 2024
Hispanic or Latino	Yes - Hispanic or Latino
Comparison Diagnostic	Final Diagnostic

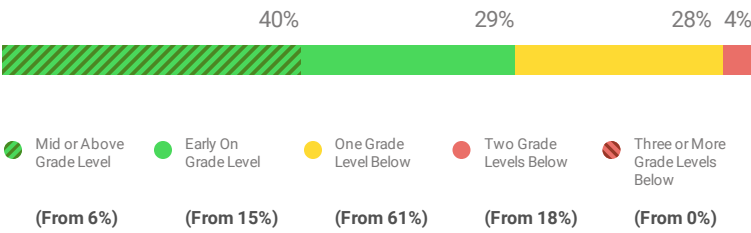
Students Assessed/Total: 397/409

Progress to Annual Typical Growth (Median)

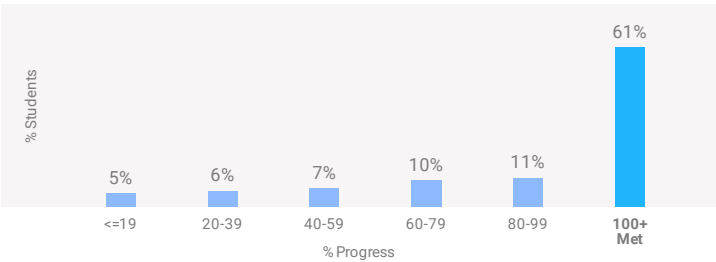


The median percent progress towards Typical Growth for this school is 114%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

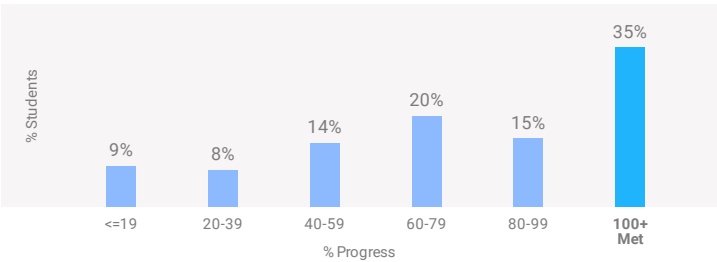
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



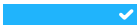
Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

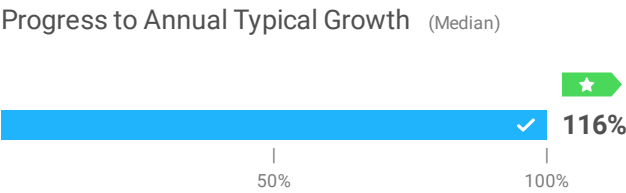
Grade

Showing 3 of 3

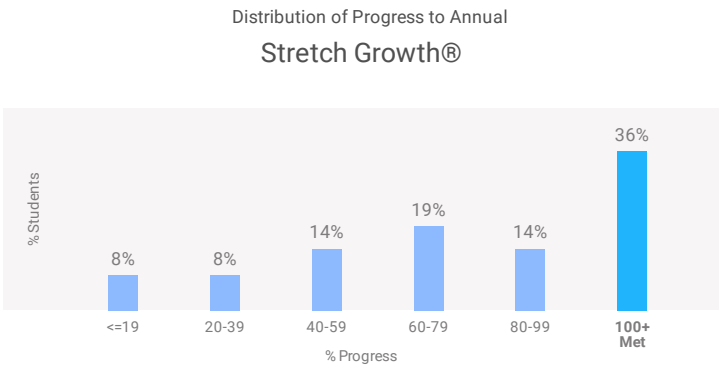
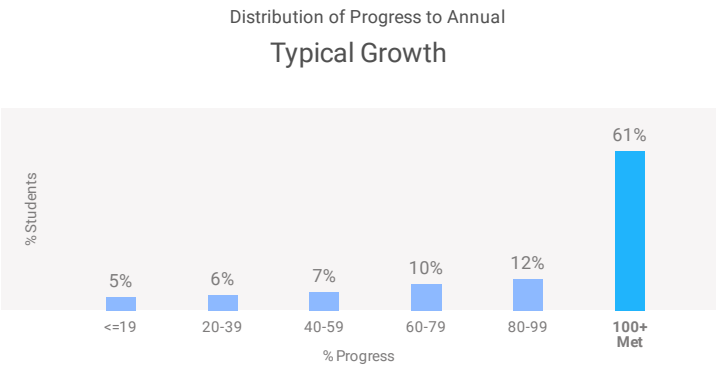
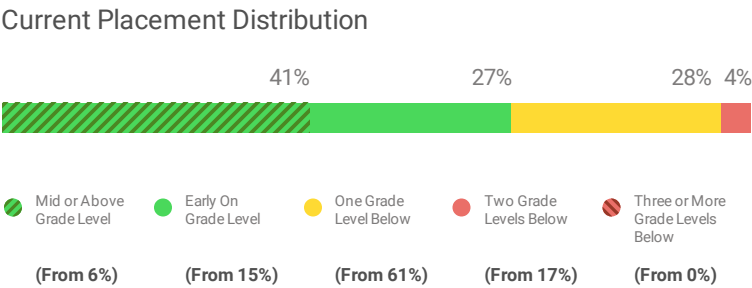
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	 100%	50%	 73%	25%	80%	123/128
Grade 1	 118%	65%	 82%	40%	74%	118/123
Grade 2	 127%	66%	 84%	38%	74%	156/158

School	Fenton Primary Center
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

Students Assessed/Total: 431/444



The median percent progress towards Typical Growth for this school is 116%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

Grade

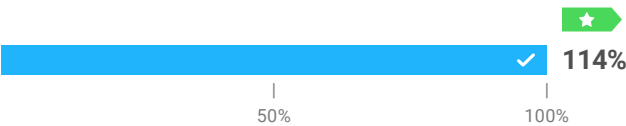
Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	 100%	51%	 73%	27%	80%	135/140
Grade 1	 111%	63%	 80%	38%	71%	126/132
Grade 2	 135%	68%	 86%	41%	75%	170/172

School	Fenton Primary Center
Subject	Reading
Academic Year	2023 - 2024
Economically Disadvantaged	Yes - Economically Disadvantaged
Comparison Diagnostic	Final Diagnostic

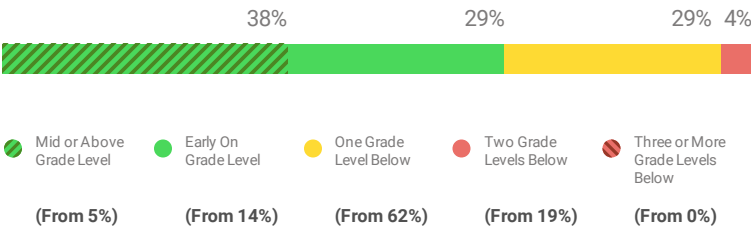
Students Assessed/Total: 367/380

Progress to Annual Typical Growth (Median)

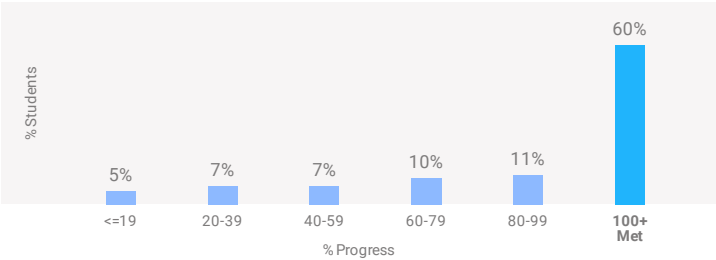


The median percent progress towards Typical Growth for this school is 114%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

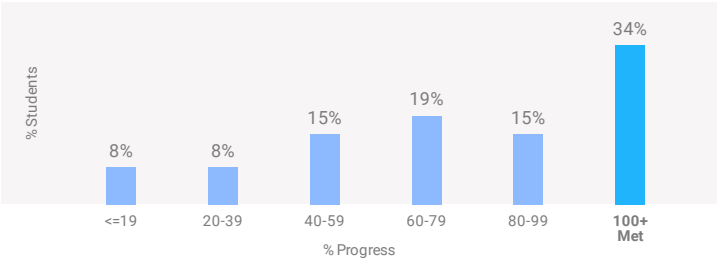
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

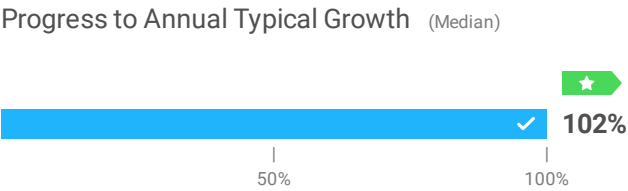
Grade

Showing 3 of 3

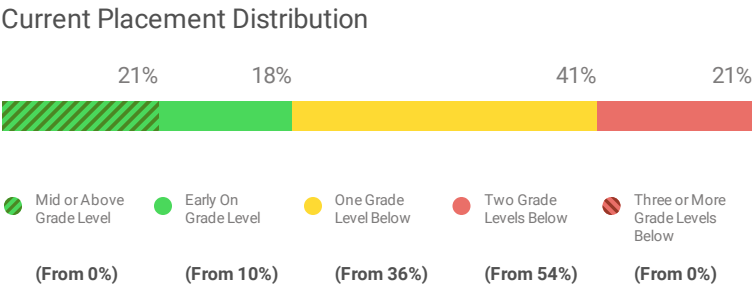
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	100%	51%	73%	26%	82%	117/122
Grade 1	110%	58%	77%	35%	66%	106/112
Grade 2	132%	68%	86%	40%	76%	144/146

School	Fenton Primary Center
Subject	Reading
Academic Year	2023 - 2024
Special Education	Yes - Special Education
Comparison Diagnostic	Final Diagnostic

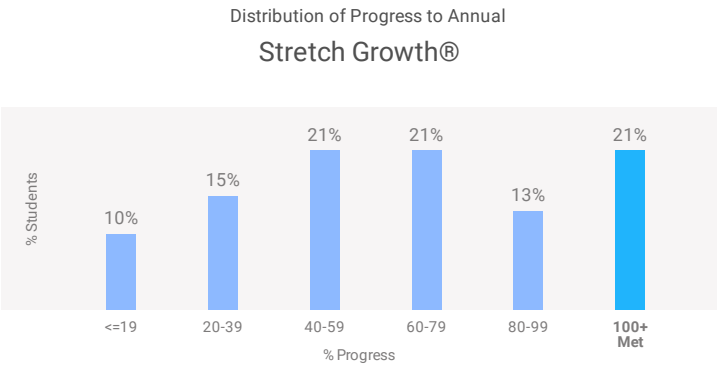
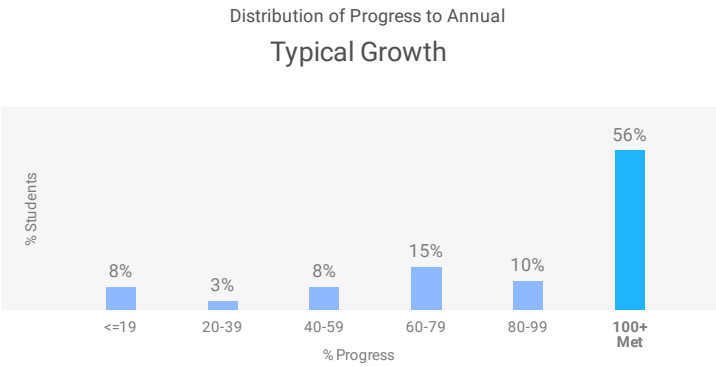
Students Assessed/Total: 39/46



The median percent progress towards Typical Growth for this school is 102%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



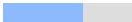
Mid or Above Grade Level (From 0%)
Early On Grade Level (From 10%)
One Grade Level Below (From 36%)
Two Grade Levels Below (From 54%)
Three or More Grade Levels Below (From 0%)



Choose to Show Results By

Grade

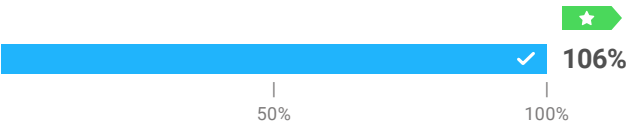
Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	 79%	33%	 58%	0%	83%	6/7
Grade 1	 102%	62%	 60%	15%	77%	13/17
Grade 2	 129%	60%	 77%	30%	65%	20/22

School	Fenton Primary Center
Subject	Reading
Academic Year	2022 - 2023
English Learner	Yes - English Learner
Comparison Diagnostic	Final Diagnostic

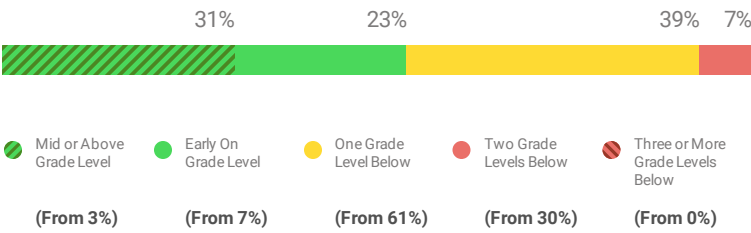
Students Assessed/Total: 176/180

Progress to Annual Typical Growth (Median)

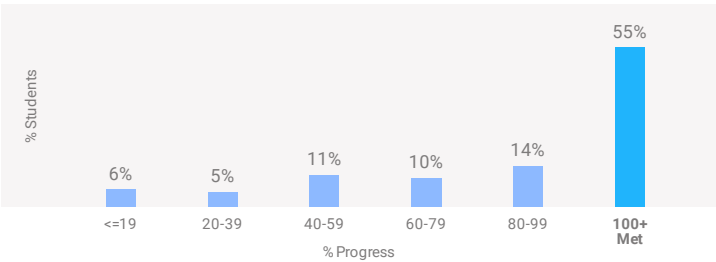


The median percent progress towards Typical Growth for this school is 106%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

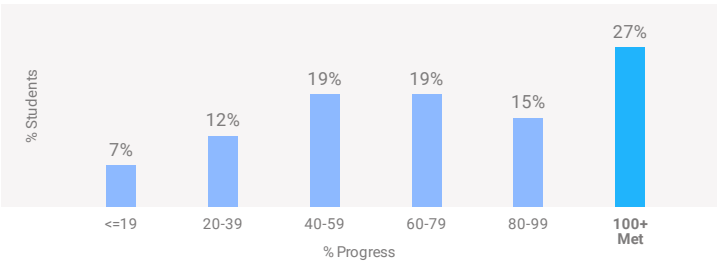
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

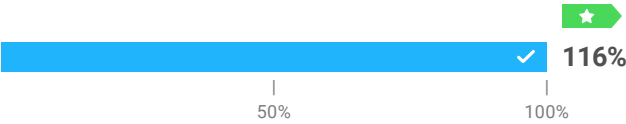
Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	96%	46%	70%	25%	75%	52/54
Grade 1	105%	57%	72%	25%	68%	60/60
Grade 2	138%	61%	80%	31%	72%	64/66

School	Fenton Primary Center
Subject	Reading
Academic Year	2022 - 2023
Hispanic or Latino	Yes - Hispanic or Latino
Comparison Diagnostic	Final Diagnostic

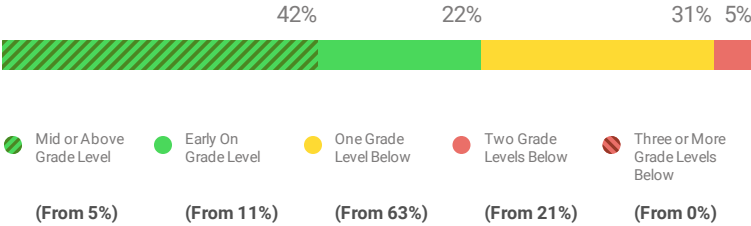
Students Assessed/Total: 429/439

Progress to Annual Typical Growth (Median)



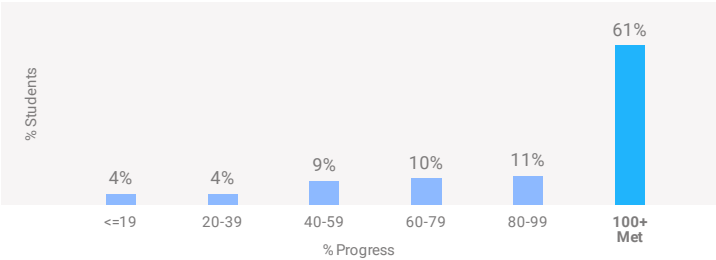
The median percent progress towards Typical Growth for this school is 116%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

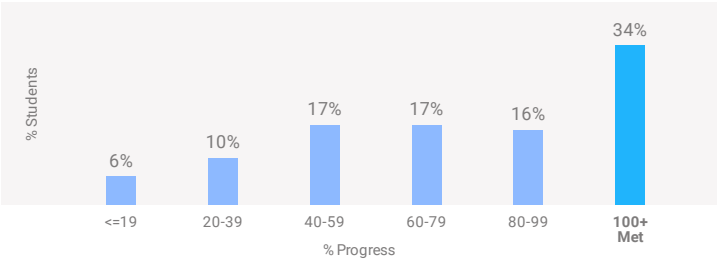


Mid or Above Grade Level (From 5%)
Early On Grade Level (From 11%)
One Grade Level Below (From 63%)
Two Grade Levels Below (From 21%)
Three or More Grade Levels Below (From 0%)

Distribution of Progress to Annual Typical Growth

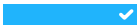


Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

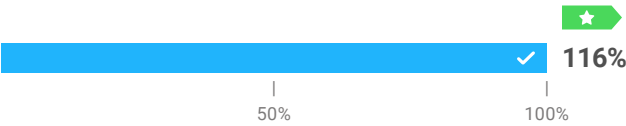
Grade Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	 112%	60%	 82%	35%	80%	127/132
Grade 1	 108%	60%	 79%	36%	74%	145/146
Grade 2	 123%	63%	 79%	32%	76%	157/161

School	Fenton Primary Center
Subject	Reading
Academic Year	2022 - 2023
Comparison Diagnostic	Final Diagnostic

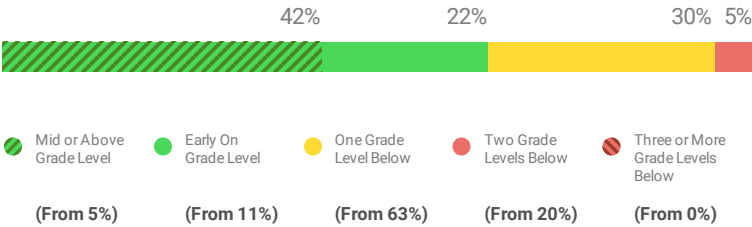
Students Assessed/Total: 463/476

Progress to Annual Typical Growth (Median)



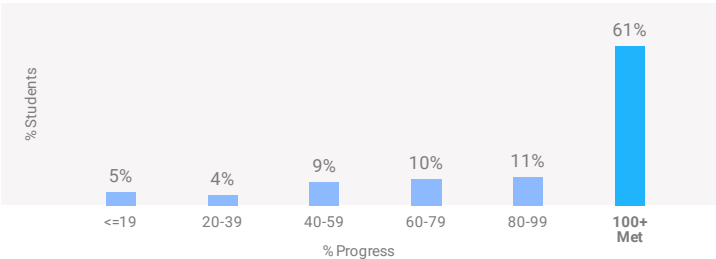
The median percent progress towards Typical Growth for this school is 116%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

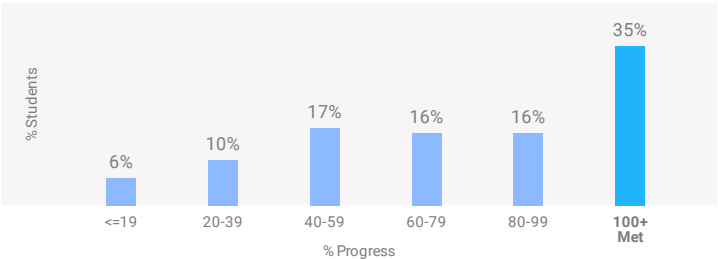


- Mid or Above Grade Level (From 5%)
- Early On Grade Level (From 11%)
- One Grade Level Below (From 63%)
- Two Grade Levels Below (From 20%)
- Three or More Grade Levels Below (From 0%)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

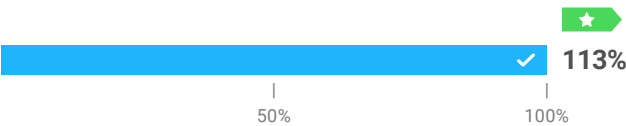
Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	114%	60%	84%	35%	79%	133/140
Grade 1	108%	59%	79%	35%	73%	160/161
Grade 2	123%	64%	80%	34%	76%	170/175

School	Fenton Primary Center
Subject	Reading
Academic Year	2022 - 2023
Economically Disadvantaged	Yes - Economically Disadvantaged
Comparison Diagnostic	Final Diagnostic

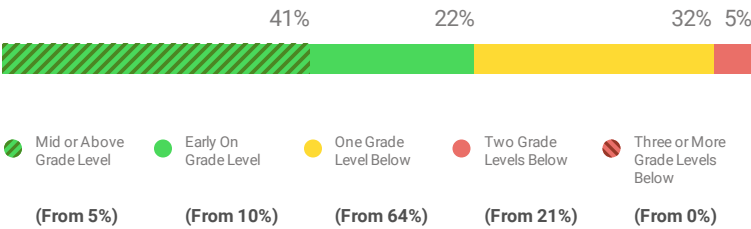
Students Assessed/Total: 404/415

Progress to Annual Typical Growth (Median)

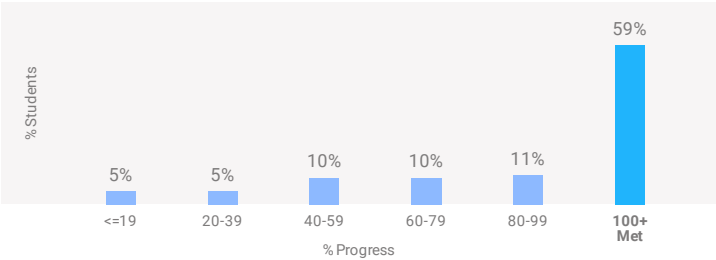


The median percent progress towards Typical Growth for this school is 113%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

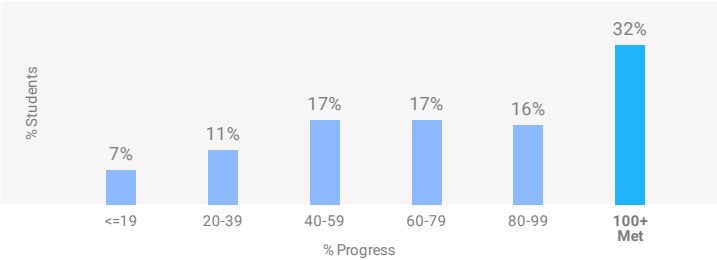
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

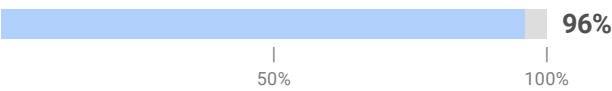
Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	109%	57%	80%	30%	77%	114/121
Grade 1	106%	58%	78%	32%	70%	139/140
Grade 2	123%	62%	79%	34%	76%	151/154

School	Fenton Primary Center
Subject	Reading
Academic Year	2022 - 2023
Special Education	Yes - Special Education
Comparison Diagnostic	Final Diagnostic

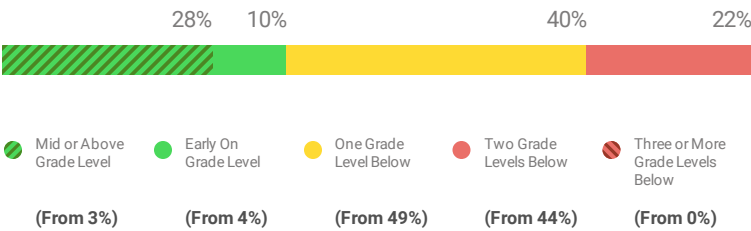
Students Assessed/Total: 68/72

Progress to Annual Typical Growth (Median)



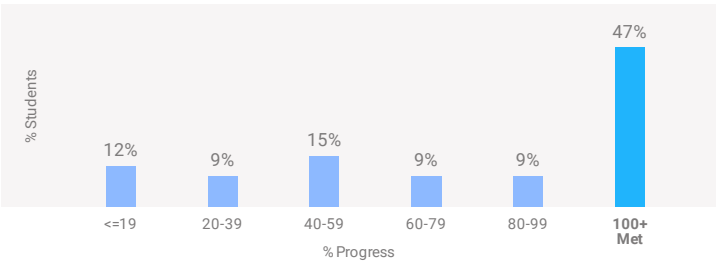
The median percent progress towards Typical Growth for this school is 96%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

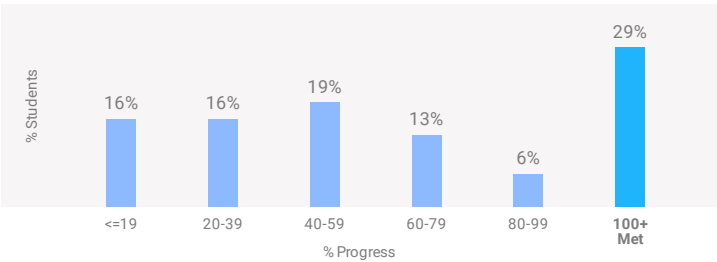


- Mid or Above Grade Level (From 3%)
- Early On Grade Level (From 4%)
- One Grade Level Below (From 49%)
- Two Grade Levels Below (From 44%)
- Three or More Grade Levels Below (From 0%)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

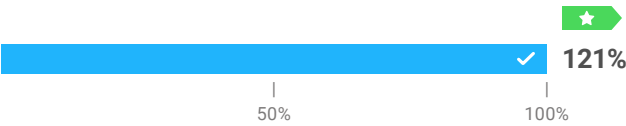
Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	55%	19%	42%	6%	50%	16/20
Grade 1	108%	63%	74%	38%	75%	24/24
Grade 2	95%	50%	52%	36%	50%	28/28

School	Fenton Primary Center
Subject	Math
Academic Year	2023 - 2024
English Learner	Yes - English Learner
Comparison Diagnostic	Final Diagnostic

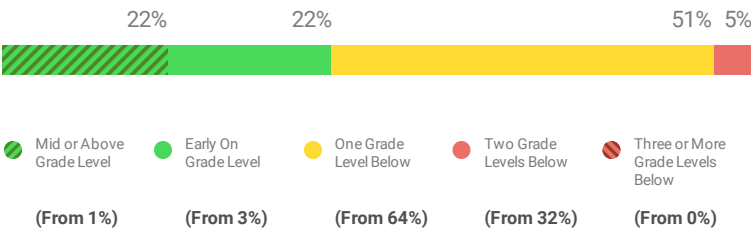
Students Assessed/Total: 145/152

Progress to Annual Typical Growth (Median)

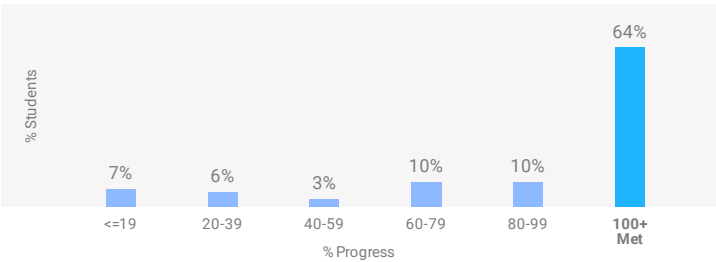


The median percent progress towards Typical Growth for this school is 121%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

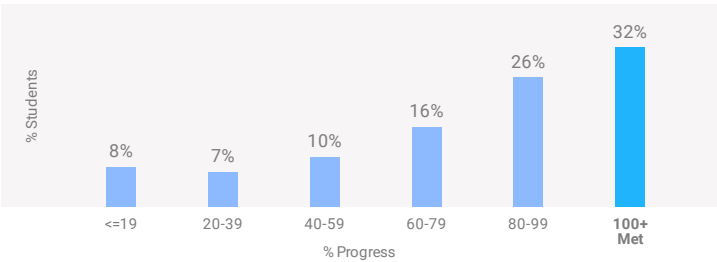
Current Placement Distribution



Distribution of Progress to Annual Typical Growth

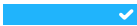


Distribution of Progress to Annual Stretch Growth®



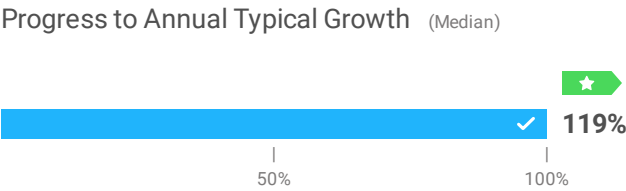
Choose to Show Results By

Grade Showing 3 of 3

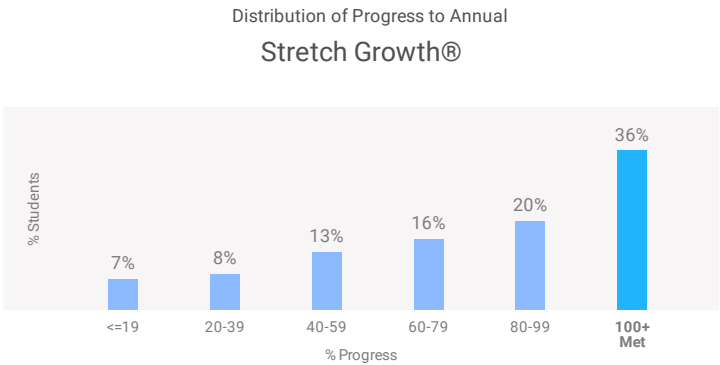
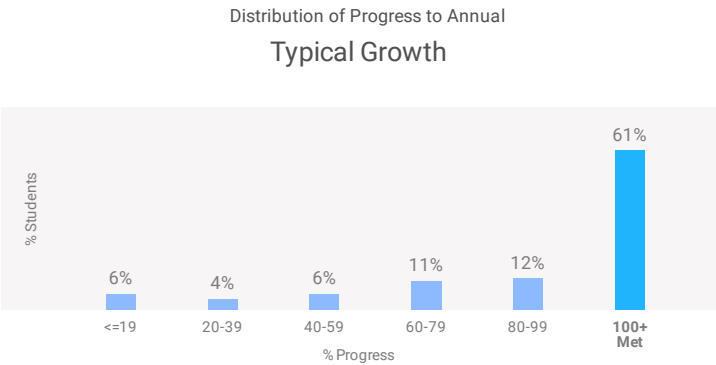
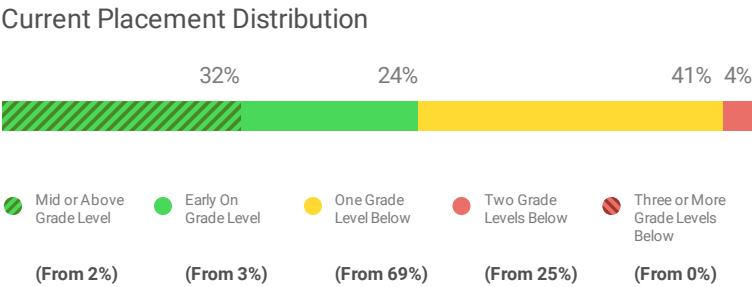
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	 108%	59%	 89%	39%	57%	54/56
Grade 1	 128%	70%	 95%	42%	64%	33/36
Grade 2	 128%	66%	 81%	21%	71%	58/60

School	Fenton Primary Center
Subject	Math
Academic Year	2023 - 2024
Hispanic or Latino	Yes - Hispanic or Latino
Comparison Diagnostic	Final Diagnostic

Students Assessed/Total: 395/409



The median percent progress towards Typical Growth for this school is 119%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

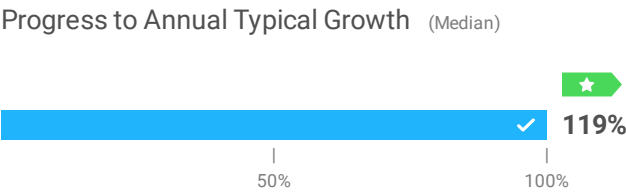
Grade

Showing 3 of 3

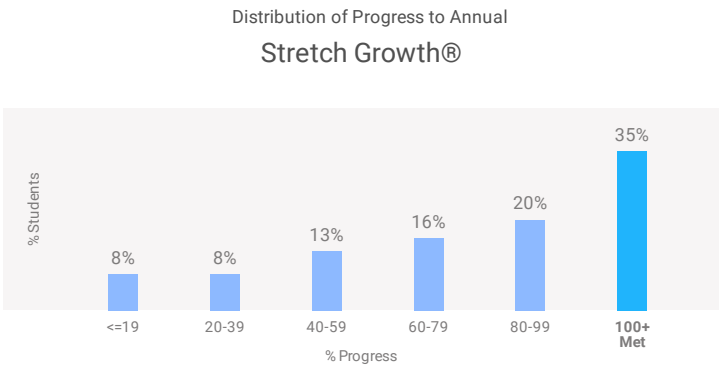
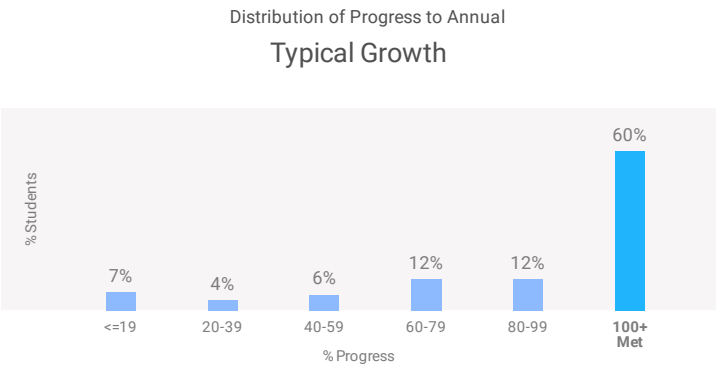
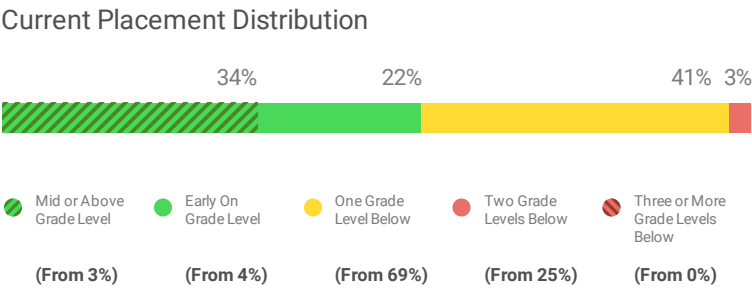
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	103%	51%	82%	38%	65%	121/128
Grade 1	130%	64%	95%	46%	66%	118/123
Grade 2	127%	65%	83%	28%	77%	156/158

School	Fenton Primary Center
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

Students Assessed/Total: 429/444



The median percent progress towards Typical Growth for this school is 119%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

Grade

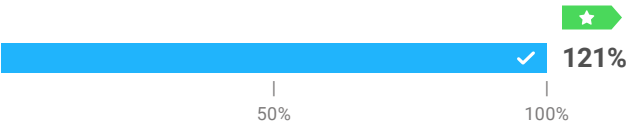
Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	100%	51%	79%	38%	65%	133/140
Grade 1	128%	61%	94%	45%	65%	127/132
Grade 2	127%	66%	83%	27%	78%	169/172

School	Fenton Primary Center
Subject	Math
Academic Year	2023 - 2024
Economically Disadvantaged	Yes - Economically Disadvantaged
Comparison Diagnostic	Final Diagnostic

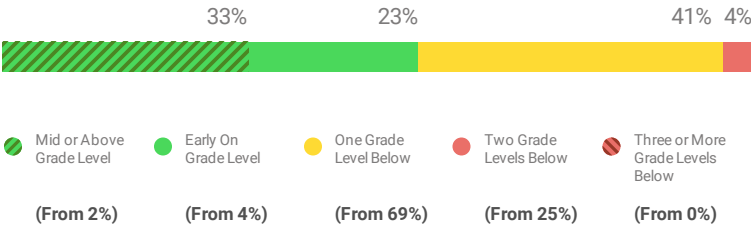
Students Assessed/Total: 365/380

Progress to Annual Typical Growth (Median)



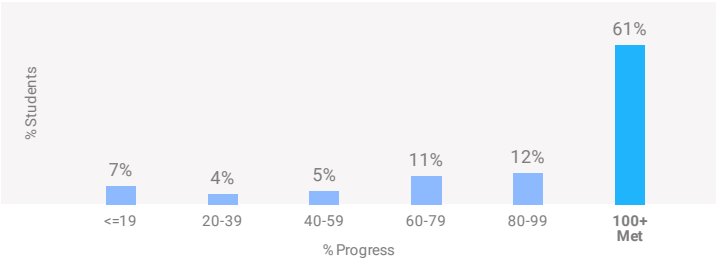
The median percent progress towards Typical Growth for this school is 121%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

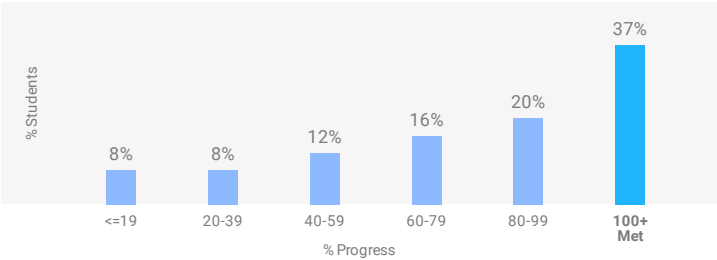


Mid or Above Grade Level (From 2%) Early On Grade Level (From 4%) One Grade Level Below (From 69%) Two Grade Levels Below (From 25%) Three or More Grade Levels Below (From 0%)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

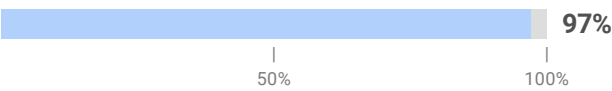
Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	 106%	52%	 85%	39%	63%	115/122
Grade 1	 131%	64%	 95%	47%	64%	107/112
Grade 2	 127%	65%	 83%	27%	78%	143/146

School	Fenton Primary Center
Subject	Math
Academic Year	2023 - 2024
Special Education	Yes - Special Education
Comparison Diagnostic	Final Diagnostic

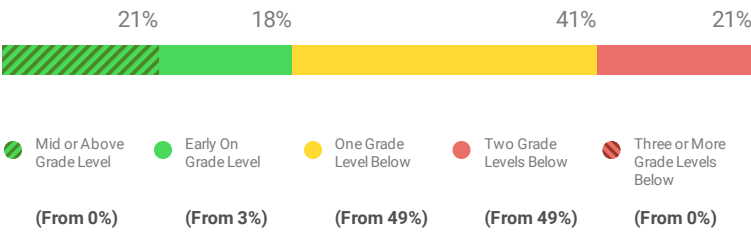
Students Assessed/Total: 39/46

Progress to Annual Typical Growth (Median)

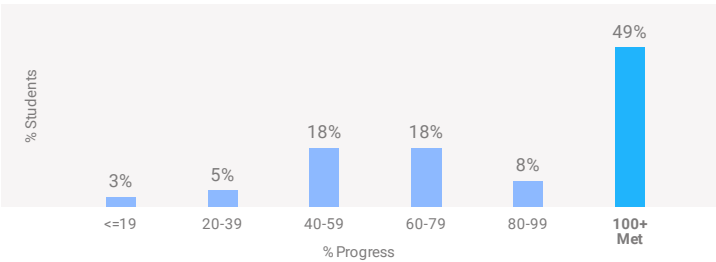


The median percent progress towards Typical Growth for this school is 97%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

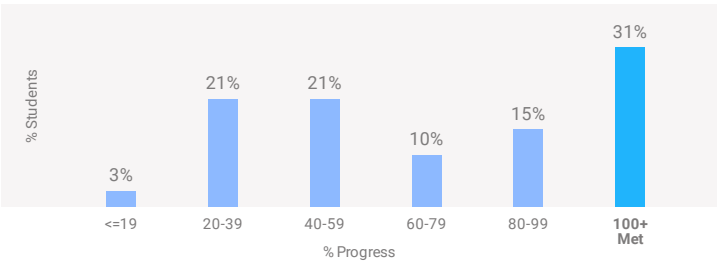
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

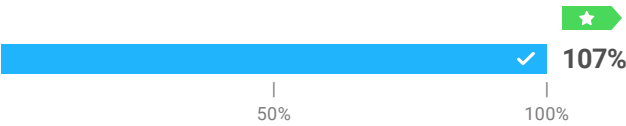
Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	83%	33%	68%	17%	50%	6/7
Grade 1	117%	54%	92%	31%	46%	13/17
Grade 2	113%	50%	68%	35%	60%	20/22

School	Fenton Primary Center
Subject	Math
Academic Year	2022 - 2023
English Learner	Yes - English Learner
Comparison Diagnostic	Final Diagnostic

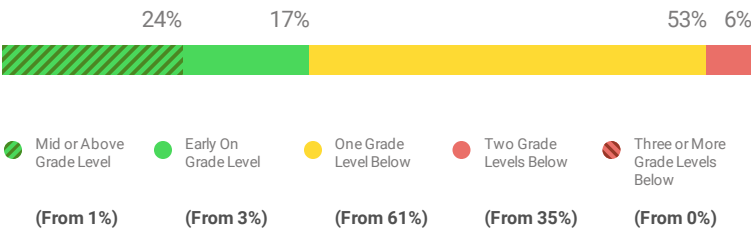
Students Assessed/Total: 175/180

Progress to Annual Typical Growth (Median)



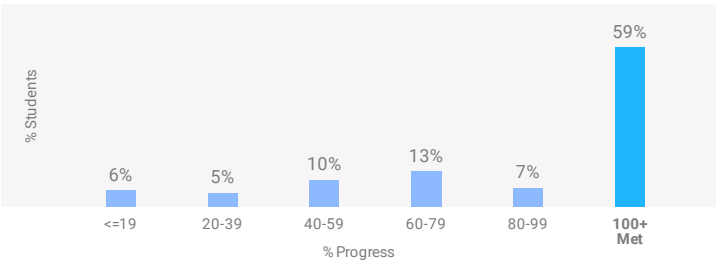
The median percent progress towards Typical Growth for this school is 107%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

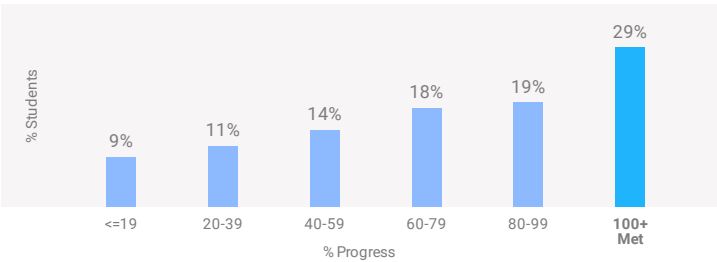


- Mid or Above Grade Level (From 1%)
- Early On Grade Level (From 3%)
- One Grade Level Below (From 61%)
- Two Grade Levels Below (From 35%)
- Three or More Grade Levels Below (From 0%)

Distribution of Progress to Annual Typical Growth



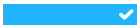
Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

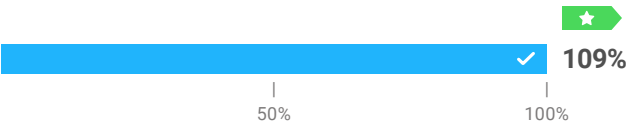
Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	 113%	61%	 92%	31%	67%	51/54
Grade 1	 105%	60%	 78%	33%	55%	60/60
Grade 2	 111%	56%	 72%	22%	70%	64/66

School	Fenton Primary Center
Subject	Math
Academic Year	2022 - 2023
Hispanic or Latino	Yes - Hispanic or Latino
Comparison Diagnostic	Final Diagnostic

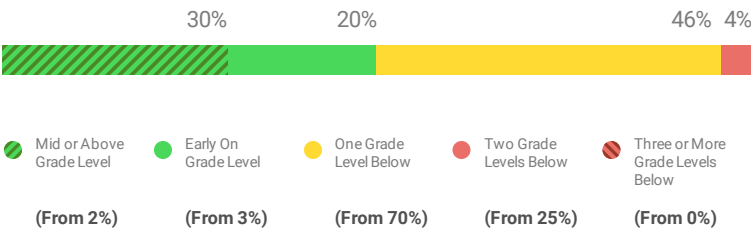
Students Assessed/Total: 428/439

Progress to Annual Typical Growth (Median)



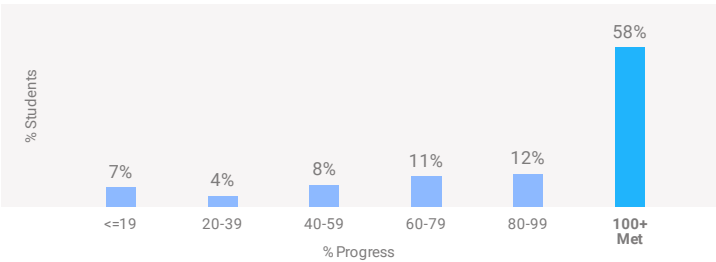
The median percent progress towards Typical Growth for this school is 109%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

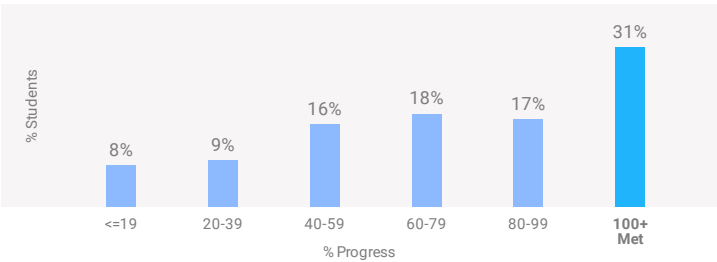


- Mid or Above Grade Level (From 2%)
- Early On Grade Level (From 3%)
- One Grade Level Below (From 70%)
- Two Grade Levels Below (From 25%)
- Three or More Grade Levels Below (From 0%)

Distribution of Progress to Annual Typical Growth



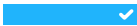
Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

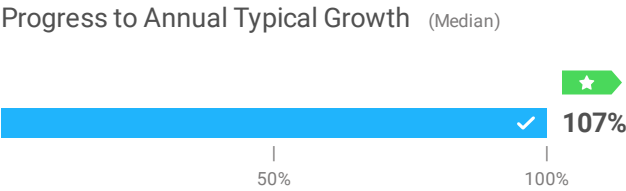
Grade

Showing 3 of 3

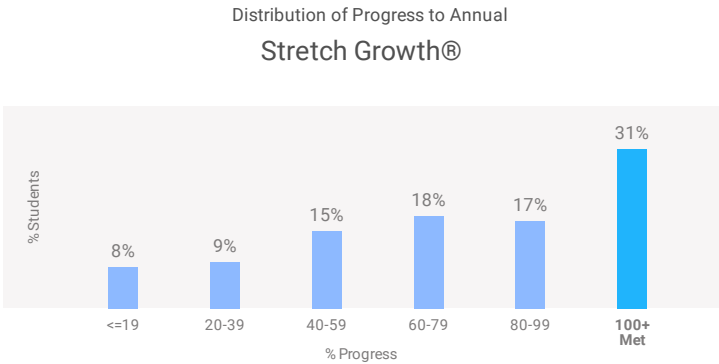
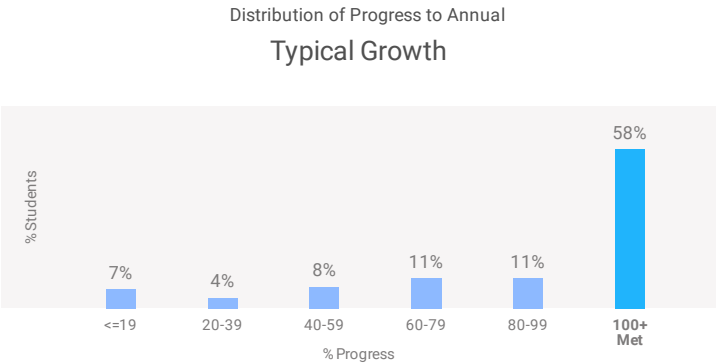
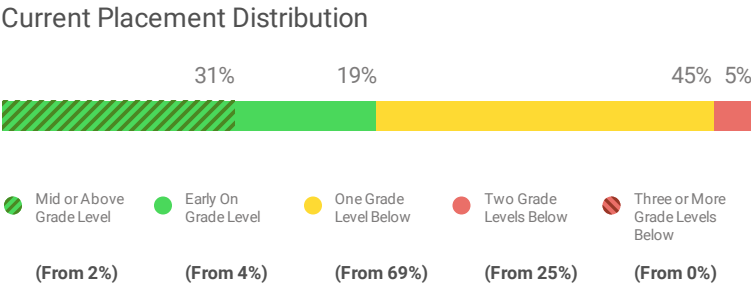
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	 113%	60%	 92%	38%	67%	126/132
Grade 1	 114%	62%	 84%	39%	61%	145/146
Grade 2	 103%	53%	 69%	19%	71%	157/161

School	Fenton Primary Center
Subject	Math
Academic Year	2022 - 2023
Comparison Diagnostic	Final Diagnostic

Students Assessed/Total: 462/476



The median percent progress towards Typical Growth for this school is 107%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

Grade

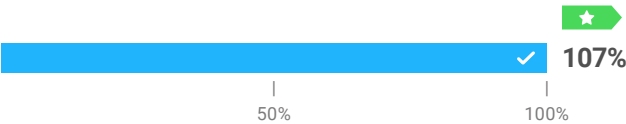
Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	113%	60%	92%	39%	65%	132/140
Grade 1	107%	61%	83%	38%	61%	160/161
Grade 2	103%	53%	69%	19%	70%	170/175

School	Fenton Primary Center
Subject	Math
Academic Year	2022 - 2023
Economically Disadvantaged	Yes - Economically Disadvantaged
Comparison Diagnostic	Final Diagnostic

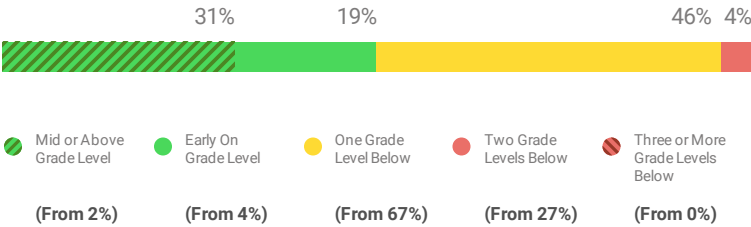
Students Assessed/Total: 403/415

Progress to Annual Typical Growth (Median)

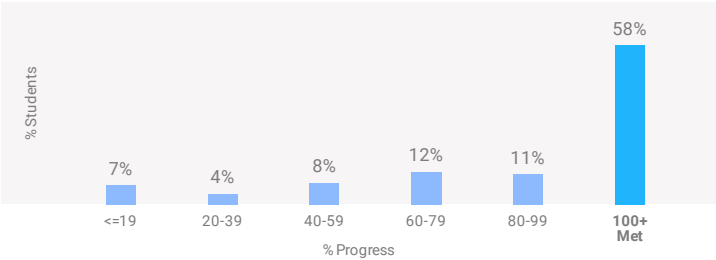


The median percent progress towards Typical Growth for this school is 107%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

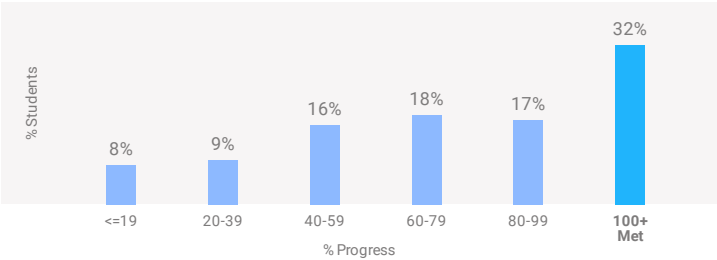
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

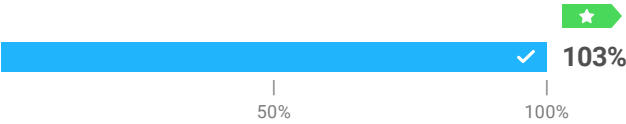
Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	109%	58%	90%	36%	62%	113/121
Grade 1	114%	63%	84%	40%	63%	139/140
Grade 2	104%	54%	69%	21%	73%	151/154

School	Fenton Primary Center
Subject	Math
Academic Year	2022 - 2023
Special Education	Yes - Special Education
Comparison Diagnostic	Final Diagnostic

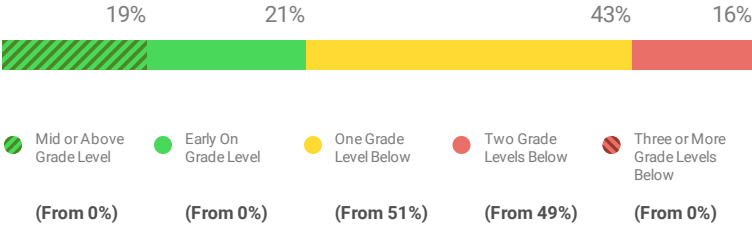
Students Assessed/Total: 67/72

Progress to Annual Typical Growth (Median)



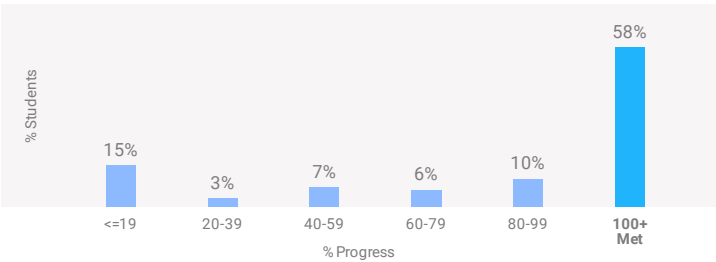
The median percent progress towards Typical Growth for this school is 103%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

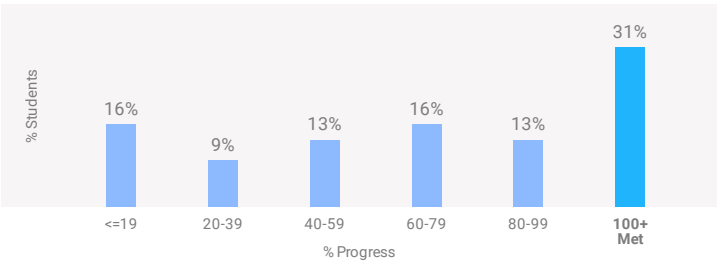


Mid or Above Grade Level (From 0%) Early On Grade Level (From 0%) One Grade Level Below (From 51%) Two Grade Levels Below (From 49%) Three or More Grade Levels Below (From 0%)

Distribution of Progress to Annual Typical Growth



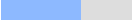
Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	 86%	44%	 71%	13%	44%	16/20
Grade 1	 161%	75%	 118%	54%	71%	24/24
Grade 2	 100%	52%	 60%	22%	67%	27/28

ATTACHMENT D

**LOS ANGELES UNIFIED SCHOOL DISTRICT****Board of Education Report****DESEGREGATION IMPACT STATEMENT (DIS)****FENTON PRIMARY CENTER****BOARD OF EDUCATION REPORT 099 – 24/25**

November 19, 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 840 students in grades TK-2 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 Fenton Primary Center 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:


Yolanda Jordan
Specialist
Charter Schools Division

APPROVED BY:


KEITH H. ABRAHAM, III
Executive Director
Student Integration Services

TAB 32



Board of Education Report

File #: Res-017-24/25, Version: 1

Ms. Gonez, Ms. Cortez Lopez - Reckoning with Our Past, Honoring Our Present: Developing a Los Angeles Unified Land Acknowledgement (Res-017-24/25) (Noticed October 22, 2024)

Whereas, The Los Angeles Unified School District (District) recognizes that we occupy land that was originally and is still inhabited and cared for by the Gabrieleno Tongva and FernandenPo Tataviam tribes;

Whereas, The Gabrieleno Tongva People inhabited the region Tovangar, known today as the Greater Los Angeles Basin, which is the distinct community of the present day San Gabriel Band of Mission Indians (Gabrieleno Tongva Tribal Council) that originated in the cultures of the period preceding the establishment of the San Gabriel Mission from which the natives received the name Gabrieleno;

Whereas, The Fernandeno Tataviam People inhabited the region of Northern Los Angeles County and eastern Ventura County that includes San Fernando, Simi Valley, Santa Clarita, and Antelope Valleys that originated in the cultures of the period preceding the establishment of Mission San Fernando from which the natives received the name Fernandeno;

Whereas, The District proudly serves students self-identified as American Indian /Alaskan Native and Indigenous, including those who are Gabrieleno Tongva and FernandenPo Tataviam, and the District is pursuing a campaign to improve identification of this student group;

Whereas, From an early age students are exposed to pervasive cultural narratives that normalize eurocentrism and white supremacy, which can promote anti-indigeneity and erasure of minority students and be alienating for native and indigenous students;

Whereas, In 2020 the District took a significant step to combat this history of exclusion in the curriculum and adopted the resolution “Ethnic Studies for All Students: Reaffirming our commitment to Ethnic Studies in Los Angeles Unified” to further expand the ethnic studies curriculum throughout all grade levels and make the completion of at least one ethnic studies course a high school graduation requirement starting in the current school year 2024-25 (Res-001-20/21);

Whereas, The District has previously formally recognized the historical and current injustices committed against native and indigenous groups and disinvestment in native and indigenous students and, in 2021, the Board created a 10 million dollar fund dedicated to supporting the unique needs of Native American and Indigenous students and ensuring LAUSD schools affirm their linguistic, cultural, and historic backgrounds and promote their achievement and wellbeing;

Whereas, In 2021 the District formally urged the Office of Federal Acknowledgement within the Office of the Assistant Secretary - Indian Affairs of the Department of the Interior to grant long overdue formal Federal recognition of The FernandenPo Tataviam Band of Mission Indians (Res-017-20/21); and

Whereas, The District must join the State of California and County of Los Angeles in exploring the historical relationship between the District, Native Americans and indigenous students and families in the spirit of truth, healing, and reconciliation; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District apologizes on behalf of the Los Angeles Unified School District to tribal governments and communities for the history of maltreatment, subjugation, neglect and trauma that the California public education system has inflicted on the Gabrieleno Tongva, FernandenPo Tataviam, and other local tribes;

Resolved further, That the District acknowledges that colonization in what now constitutes Los Angeles Unified School boundaries resulted in land seizure, disease, slavery, relocation, genocide, multigenerational trauma, and educational disparities, and we are committed to truth, healing, cooperation and to elevating the stories, culture, and community of the original inhabitants of this land;

Resolved further, That the District shall collaborate with local tribes to explore the historical record and relationship between the District and native and indigenous students, families, and communities, including the District's policies, procedures, and practices that may have harmed Native American and indigenous students, and to develop a public land acknowledgement statement on behalf of the District accompanied by an educational campaign to raise awareness and ensure students have access to educational resources that support their understanding of the history of the land occupied by LAUSD;

Resolved further, That the forthcoming public land acknowledgement be brought back to the Board for a formal vote no later than June 2025 and, once approved, be publicly posted on the District's website with the accompanying educational resources and tools for students and school communities to utilize;

Resolved further, That the District explore the feasibility and options for honoring the history of the land occupied by District and atoning for past injustices, reporting back on findings when the land acknowledgement is considered, including:

- Providing professional development to educators at all grade levels on native histories, the impact of colonization on native tribes and on the land we now occupy, and on the continued existence and culture of local tribes;
- Providing an update on and promoting the Indigenous student identification campaign effort currently underway with the goal of better capturing the number of American Indian/Alaskan Native and Indigenous students served by the District;
- Inclusion of stories, literature, and instruction that centers native voice and native tribes throughout the curricula, especially in grades TK-8, and providing an update to the Board on the implementation of AB1703 and AB1821 to provide accurate instruction on the treatment of Native Americans during Spanish colonization in California;
- District review of school names and mascots to ensure they comply with our existing policies around cultural sensitivities and affirmations in alignment with AB 3074;
- Establishing a dedicated position to work with tribes in alignment with the current efforts of the Multilingual and Multicultural Education Department;
- Prioritizing the inclusion of native plants in the District's design plans for outdoor improvements and greening projects;
- Providing resources to educators in recognition of Indigenous People's Day, National Day of Remembrance, California Native American Day, Native American Heritage Month, and, where

- appropriate, National Awareness Day for Missing or Murdered Indigenous Women and Girls;
- Increasing the representation of native artists in the painting of murals on school campuses, and, be it finally,

Resolved, That the District reaffirms its support and advocacy for the federal recognition of the Gabrieleno Tongva and Fernanden̂o Tataviam and commits itself to advocating for the federal recognition of the First People of Los Angeles County.

[Return to Order of Business](#)

TAB 33



Board of Education Report

File #: Res-020-24/25, Version: 1

Dr. McKenna - Recognizing November as National Runaway and Homeless Youth Prevention Month (Res-020-24/25) (Noticed October 22, 2024)

Whereas, November is National Runaway and Homeless Youth Prevention Month;

Whereas, Runaway and homeless youth, defined as young people between 12 and 24 years of age, have the least access to essential opportunities and supports;

Whereas, The prevalence of runaways and homelessness among youth is staggering, with studies suggesting that nationally between 1,600,000 and 2,800,000 youth up to 24 years of age experience homelessness every year, of which an overrepresentation, compared to the general youth population, are youth of color, gay, lesbian, bisexual, or transgender;

Whereas, Based on national surveys and California's youth population, an estimated 200,000 youth under 18 years of age, and thousands more who are 18 to 24 years of age, are homeless for one or more days each year;

Whereas, The percentage of unaccompanied homeless youth who are unsheltered in California stands at 68.2 percent, which is the second highest in the country. California also has 29 percent of the homeless youth in the country, the largest number of homeless youth of any state;

Whereas, An estimated 44,007 children and youth experienced homelessness in Los Angeles County in the 2023-2024 school year;

Whereas, Runaway and homeless youth flee conflict, abuse, neglect, or increasingly, poverty in their homes. They have become disconnected from educational systems and the workforce, and do not have the skills and financial resources to live on their own. The factors impacting youth homelessness are complex and differ from those impacting other homeless populations;

Whereas, Runaway and homeless youth who live on the street are victims of physical abuse, sexual exploitation, human trafficking, and crime in untold numbers. An estimated 300,000 youth are either victims or at risk of becoming victims of the commercial sexual exploitation of children each year, and sixty percent of these victimized children are homeless;

Whereas, Homeless youth tend to have started using drugs at a younger age, often before 15 years of age. Early drug use and abuse is predictive of serious adult addiction problems and long-term homelessness;

Whereas, Youth who "age out" of the foster care system are at an increased risk of homelessness, and represent an estimated 20 percent of the 20,000 youth who leave foster care and are currently homeless;

Whereas, Youth without a high school diploma are 346 percent more likely to experience homelessness than their peers who complete high school;

Whereas, Providing safe, stable, and permanent housing for runaway and homeless youth is a family, community, state, and national priority, and homeless youth are considered one of the unique populations in the homeless community by the United States Interagency Council on Homelessness;

Whereas, The future well-being of our state depends on the value we place on our youth, and, in particular, on our actions to provide the most vulnerable young people in the state with opportunities to acquire the knowledge, skills, and abilities they need to find and maintain stable housing and develop into healthy and productive adults;

Whereas, When targeted resources are invested, we see a significant increase in the number of communities with youth-specific housing and programs that will help prevent youth from becoming chronically homeless. California has increased the number of youth beds from 3,159 in 2015 to 6,240 in 2023;

Whereas, The California Coalition for Youth has operated the California Youth Crisis Line (1-800-843-5200), 24 hours a day, seven days a week, for over 30 years as the state's only emergency response system for youth in crisis, and which began offering chat-to-text counseling services in 2016;

Whereas, The California Coalition for Youth, along with other community-based organizations, providers, and advocates, are sponsoring California's thirteenth annual Runaway and Homeless Youth Prevention Month to increase awareness and action on behalf of youth at risk or currently living on the street;

Whereas, The Governing Board of the Los Angeles Unified School District recognizes the important role education can play in preventing and ending youth homelessness; the District provides assistance to children, youth, and families experiencing homelessness ensuring their access to the same free, appropriate public education, including public preschools, provided to other children and youth; and

Whereas, Awareness of the tragedy of youth experiencing homelessness and its causes must be heightened to ensure greater support for effective programs aimed at preventing homelessness and helping youth remain off the streets; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District declares November 2024 Homeless Youth Awareness Month; and, be it finally

Resolved, That the Los Angeles Unified School District recognizes the unique challenges of youth experiencing homelessness and commits to increasing awareness of the issues impacting these students and will continue to support and explore programs, partnerships, and legislation that combat homelessness and remove barriers to success for homeless youth.

TAB 34



Board of Education Report

File #: Res-032-24/25, Version: 1

Ms. Goldberg - Reaffirm Our Commitment to Immigrant Students, Families, and Staff and Update the District's Policy "To Enforce the Respectful Treatment of All Persons" to Include Gender Identity and Gender Expression (Res-032-24/25) (Waiver of Board Rule 72)

Whereas, The 2024 presidential contest led to the election of the candidate who campaigned on an anti-immigrant and anti-LGBTQ+ agenda;

Whereas, On October 17, 1988 the Board of Education unanimously passed a resolution "To Enforce the Respectful Treatment of All Persons," which has been incorporated into Los Angeles Unified School District (LAUSD) BUL-5798.0, "Workplace Violence, Bullying and Threats (Adult to Adult)" (July 16, 2012);

Whereas, That resolution asserted that students and adults should treat all people respectfully without regard to "race, language spoken, color, sex, religion, handicap, national origin, immigration status, age, sexual orientation, or political belief" but did not include reference to gender identity and expression;

Whereas, There is a documented increase in anti-immigrant and anti-LGBTQ+ sentiment in the United States, and these narratives divide communities, elevate risk factors, and compromise mental health and school engagement;

Whereas, The nationwide proliferation of anti-immigrant and anti-LGBTQ+ legislation and narratives legalizes discrimination, invalidates people's humanity, and stokes fear and anxiety; and

Whereas, The District continues to be a strong advocate for the dignity and respect of students, staff, and family members of any national origin and of diverse sexual and gender identities and expressions; now, therefore, be it

Resolved, That the Los Angeles Unified School District is committed to elevating the dignity and respect of *all* students, staff, and families;

Resolved further, That the District reaffirms its policy that students and adults throughout LAUSD should treat all persons equally and respectfully, and explicitly adds gender identity to the groups covered by this policy;

Resolved further, That the District will continue to support legislation that protects the dignity and rights of immigrant and LGBTQ+ students, staff, and families;

Resolved further, That schools will have ongoing access to age-appropriate educational and mental health resources to promote respect toward students, staff, and families of all identities; and, be it finally

Resolved, That the District will continue to do everything in its power to protect and defend the kids in our care, and that doing so is the responsibility of all LAUSD employees.

TAB 35



Board of Education Report

File #: Res-031-24/25, Version: 1

Ms. Gonez - Readers to Leaders: Advancing Literacy for Every Child in Los Angeles (Res-031-24/25) (For Action December 10, 2024)

Whereas, The Los Angeles Unified School District (District) has included in its 2022-2026 Strategic Plan a focus on Reading and English Language Arts within its first pillar, Academic Excellence, and the Governing Board of the Los Angeles Unified School District set a District goal to move third-grade students, on average, 30 points closer to proficiency in reading/English Language Arts on the Smarter Balanced Summative Assessments, using 2021-22 data as baseline data;

Whereas, The District has embraced evidence-based literacy instruction aligned to the science of reading - a comprehensive body of research across education and neuroscience that tells us how children learn to read;

Whereas, The District is continuously monitoring and analyzing the strategies, supports, and resources that are attributable to student progress by studying how coaching, instructional practices, culturally relevant curriculum, professional development, tutoring, and other activities most effectively support student academic growth;

Whereas, 45.43 % of all LAUSD third graders met or exceeded standards in English Language Arts, according to the 2024 California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments, and, all student groups made positive progress during the 2023-24 school year as compared with 2022-2023;

Whereas, 37.6% of students from low-income backgrounds met or exceeded standards in English Language Arts, according to the 2024 CAASPP, a gain of more than 5 percentage points from the 2022-23 school year;

Whereas, The District further saw progress for English Learners in English Language Arts, doubling the percentage of students meeting and exceeding standards to nearly 9% and exceeding pre-pandemic levels of achievement, according to the 2024 CAASPP;

Whereas, The District has explicitly committed to evidence-based literacy/structured literacy instruction, for all students;

Whereas, The Board passed the resolution, "Recognizing and Addressing the Educational Implications of Dyslexia in LAUSD Schools," in 2017

<<https://www.lausd>.

, as required by AB 1369, such as those used by Intensive Diagnostic Educational Centers (IDEC);"

Whereas, The District is one of only a handful of districts across the state that has invested time and resources to support and equip teachers, coaches, instructional aide, and other educators with

professional development and ongoing support to implement evidence-based literacy instruction and adopt instructional materials aligned to such instruction; and

Whereas, There is more work to be done to ensuring proficiency in Reading/English Language Arts for all students, and the District is committed to continuing its work to ensure all students are proficient readers by end of third grade; now, therefore, be it:

Resolved, That the Los Angeles Unified School District shall provide an annual progress report on English Language Arts (ELA)/literacy student performance and efforts based on beginning-of-year, middle-of-year, and end-of-year data, across all student groups (including English Learners, Latina/os, African-American/Black students, students with disabilities and students in foster care), and include updates on:

- Implementation of evidence-based literacy instruction, including curriculum changes, staffing changes, percentage of teachers and principals receiving professional development on evidence-based literacy instruction, percentage of teachers receiving ongoing coaching and support, and percentage of schools using evidence-based literacy instruction;
- Implementation of the Interventionist Program;
- Tutoring opportunities, participation rates, and effectiveness;
- Implementation of the 2017 resolution on Dyslexia;
- Family engagement on literacy, including efforts to ensure families understand the data on their child's reading proficiency levels, build parent/caregiver knowledge on how children, including children with disabilities and multilingual learners, learn to read and how to support their children's literacy at home; and be it finally,

Resolved, That in order to ensure families can be active participants in their students' learning, the District shall (1) ensure families receive timely updates on their students' beginning-of-year, middle-of-year, and end-of-year data after each assessment period in an accessible and culturally/linguistically responsive way and (2) develop a family-friendly guide that shares information on how to support their students' language and literacy development at home and includes components of the literacy progress reports noted above in a manner that is accessible and digestible to parents in their home language.

TAB 36



Board of Education Report

File #: Sup Res -004-24/25, Version: 2

Reappointment of Member to the Personnel Commission (Sup Res 004-24/25)

Resolved, That the Governing Board of the Los Angeles Unified School District reappoints Joseph L. Paller, Jr. as a member of the Personnel Commission of the Los Angeles Unified School District for a three-year term pursuant to California Education Code Section 45245.

INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District
Personnel Commission

INFORMATIVE**DATE:** October 22, 2024

TO: Members, Board of Education
Alberto M. Carvalho, Superintendent

FROM: David V. Greco, Personnel Director *DVG*
Personnel Commission

SUBJECT: REAPPOINTMENT OF JOSEPH PALLER AS PERSONNEL COMMISSIONER

As you are aware, the Personnel Commissioners are appointed to three-year overlapping terms; with each term expiring on December 1st in successive years. In accordance with Section 45249 of the California Education Code, one vacancy is filled by SEIU, the Classified Bargaining Union with the largest number of classified employees. The next appointment is made by the Board of Education. This position is currently held by Joseph Paller. The two appointees elect the third and final Personnel Commissioner.

Mr. Paller, whose current term will expire on December 1, 2024, has expressed an interest in continuing his assignment as the Board's appointee to the Personnel Commission. Mr. Paller has served as a Commissioner since 2001. During his tenure he has been especially involved in ensuring that the administration's perspective is heard, and that the voices of employees are fairly heard when considering personnel matters for the LAUSD. Over the years, Mr. Paller has demonstrated the highest level of integrity on matters coming before the Personnel Commission. His attention to detail, coupled with his fair-minded approach to managing complex and sensitive matters has served the District well. To be eligible for appointment or reappointment to the commission, a candidate must be:

- (1) a registered voter and resident within the territorial jurisdiction of the school district.
- (2) a known adherent to the principles of the merit system.

Mr. Paller has met both of these requirements. A copy of Mr. Paller's biography is attached for your review.

Members, Board of Education
October 22, 2024
Page two

Thank you for your attention to this important request for reappointment. Unless there is an objection, a motion will be placed on the October 22, 2024, *Order of Business* for public announcement, as required for the governing board's appointee. Subsequently, the motion will be placed on the November 19, 2024, agenda for a vote.

I would be glad to meet with you to discuss this request for reappointment, or should you have any questions, please do not hesitate to contact me at david.greco@lausd.net or (213) 241-1660.

Attachment

c: Devora Navera Reed
Pedro Salcido
Karla V. Estrada
Carolyn Spaht
Kristen K. Murphy
Jaime Torrens
Amanda Wherritt
Patricia Chambers
Sasha Lopez
Carol Delgado
Michael McLean
Personnel Commissioners



Joseph L. Paller Jr.
Principal
Gilbert & Sackman, a Law Corporation
Los Angeles, California
 213 900-4690
 joseph.paller@lausd.net

Joseph Paller has served as a member of the Personnel Commission of the Los Angeles Unified School District since 2001.

In his legal practice, Mr. Paller is widely recognized by his peers as a leading expert and practitioner in the fields of employee benefits and labor law. He is one of a handful of attorneys in North America who has been inducted as a Fellow of the *American College of Employee Benefits Counsel* (“ACEBC”), in recognition of his achievements as an ERISA practitioner, and as a Fellow of the *College of Labor and Employment Lawyers*, in recognition of his contributions to employment law. He was elected by the ACEBC to its Board of Governors in 2020, and continues to serve as a Governor of that prestigious organization.

Mr. Paller presently serves as a Chapter Co-Editor for the current edition of the leading legal treatise on ERISA law, *Employee Benefits Law*, published jointly by the *American Bar Association* and *Bloomberg BNA*. In addition, Mr. Paller is a Co-Chair of the *ABA Subcommittee on Jointly Administered Plans of the Labor & Employment Law Section*, which focuses on multiemployer and single employer Taft-Hartley trust funds. His articles on employee benefits and employment issues have appeared in many books and legal journals, listed below.

In 2021, Mr. Paller served as a Chapter Co-Editor of another leading legal treatise, *Labor Union Law & Regulation*, also published jointly by the *American Bar Association* and *Bloomberg BNA*.

Experience. Mr. Paller serves as neutral or co-counsel to Boards of Trustees of over 25 Taft-Hartley trust funds, including pension, profitsharing, 401(k), and money purchase plans, health

plans, joint apprenticeship and training funds, and labor management cooperation committees. Mr. Paller has designed and qualified multiemployer plans in Arizona, California, Minnesota, Nevada, and Texas. His plan designs have served as models for plans in Massachusetts, Missouri, and New Mexico.

Mr. Paller has also litigated numerous employee benefits and labor cases in federal and state courts, before state and federal administrative agencies, and in arbitration.

Honors and Achievements. In addition to his elections to the prestigious American College of Employee Benefits Counsel and the College of Labor and Employment Lawyers, Mr. Paller was honored in *U.S. News & World Report* as the “Lawyer of the Year” in 2020 and 2017 in the greater Los Angeles metropolitan area in the field of “Labor Law-Union,” as chosen by *Best Lawyers in America*. Only a single lawyer in Los Angeles and surrounding counties is named “Lawyer of the Year” in a field of practice.

For 20 consecutive years, Mr. Paller has been selected to *Super Lawyers*® by Thomson Reuters. Out of 68,000 attorneys in Southern California, Mr. Paller is one of 341 (or 0.05%) who have been honored as a *Super Lawyer* in every year of the award’s existence.

Each year from 2018 through 2024, Mr. Paller has been recognized in *Lawdragon’s Leading Civil Rights & Plaintiff Employment Lawyers*, an honor reserved for the top 500 plaintiff-side employment lawyers in the United States.

Since 1998, Mr. Paller has been rated AV-Preeminent®, the highest possible rating in both legal ability and ethical standards, as determined through a rigorous peer rating process by *Martindale Hubbell*, the world’s most trusted legal resource. “An AV® certification mark is a significant rating accomplishment - a testament to the fact that a lawyer’s peers rank him or her at the highest level of professional excellence.”

Professional Activities and Publications. Mr. Paller has long been active in professional organizations. Mr. Paller’s articles have been featured in the *Labor Lawyer* published by the *American Bar Association*, the *Benefits Digest* published by the *International Foundation of Employee Benefit Plans*, the *California Labor & Employment Law Review* published by the *California Lawyers Association*, the *Proceedings of the National Academy of Arbitrators* published by *Bloomberg BNA*, and various white papers published by the *AFL CIO Lawyers Coordinating Committee* (now renamed the Union Lawyers Alliance).

Mr. Paller has spoken on multiple occasions for the *International Foundation of Employee Benefit Plans*, most recently at the *2024 Construction Industry Benefits Conference* in Las Vegas, Nevada. Mr. Paller also lectures frequently for the *AFL-CIO Union Lawyers Alliance*, most recently at the *2022 ERISA Advanced Seminar* in Washington, D.C. That program, offered biennially, provides high-level training for a select group of experienced ERISA lawyers on current issues facing multiemployer plans.

Since 2000, Mr. Paller has spoken at more than 80 other events, including programs sponsored by the *American Bar Association*, the *National Labor Relations Board*, the *State Bar of California*, the *AFL-CIO Union Lawyers Alliance*, the *UFCW Attorneys Conference*, the *Federal Mediation & Conciliation Service*, the *Labor & Employment Relations Association* and its subchapters, and the *California School Personnel Commissioners Association*.

Mr. Paller served as a member of the Board of Directors of the *AFL-CIO Lawyers Coordinating Committee* from 2005 through 2008.

Mr. Paller was Chair of the *Labor and Employment Law Section of the Los Angeles County Bar Association* in 1993 to 1994, and served as Chair of the Section's annual Labor and Employment Law Symposium in 1990. He has been a member of the Executive Committee of the Section since 1987.

Mr. Paller was also President of the *Southern California Labor and Employment Relations Association* (then known as the Orange County Industrial Relations Research Association) in 1993 and 1994. Since 1989, he has been a member of the Planning Committee for the Association's annual Labor and Employment Law Conference.

For many years, Mr. Paller was a regular contributor to the "Shoptalk" column in the *Los Angeles Times*, providing answers to labor and employment questions. He was the only member of the panel of responding lawyers who represented trust funds or unions.

Educational Activities. In addition to his work at Gilbert & Sackman, Mr. Paller is deeply involved in school and college governance and instruction. Mr. Paller is an Instructor at the *Gould School of Law at the University of Southern California*, teaching the law school's first class on labor arbitration. For more than 20 years, Mr. Paller has taught college courses for the Labor Center at Los Angeles Trade-Technical College, including classes on legal rights for California workers, basic and advanced labor law, and employee benefits.

Mr. Paller was honored as the "2017 Distinguished Personnel Commissioner" by the California School Personnel Commissioners Association in a ceremony held in San Diego.

Arbitration Service. Since 1995, Mr. Paller has served as an employment dispute and commercial dispute arbitrator for the *American Arbitration Association*.

Bar Admissions and Education. Mr. Paller has been admitted to practice law in California, Nevada, New York and Pennsylvania. He is a graduate of the UCLA School of Law. He received his Bachelor of Arts degree from the University of California, Santa Barbara.

Selected Recent Presentations/Papers (since 2010)

“It’s in the Cards: Organizing After the NLRB’s *Cemex* Ruling,” 76th Annual Meeting, Labor and Employment Relations Association, New York, New York (2024)

“Marijuana in the Workplace,” Construction Industry Benefits Conference,” International Foundation of Employee Benefit Plans, Las Vegas, Nevada (2024)

“Discrimination in and Interference with Employee Benefits,” 2023 ERISA Basics National Institute, ABA Joint Committee on Employee Benefits (2023) (online seminar)

“Remedies,” 2023 ERISA Basics National Institute, ABA Joint Committee on Employee Benefits (2023) (online seminar)

“Can I Still do it from Home? Key Questions and Hot Topics Labor and Management Continue to Face Since the Pandemic,” 75th Annual Meeting, Labor and Employment Relations Association, Detroit, Michigan (2024)

“Running Your Training Fund as a Business,” 68th Annual Employee Benefits Conference, International Foundation of Employee Benefit Plans, Las Vegas, Nevada (2022) (co-authored with David Evangelista)

“Investment Issues,” AFL-CIO Union Lawyers Alliance 2022 ERISA Advanced Seminar, Washington, D.C. (September 2022) (co-authored with Nicole Grinstein and Brian Hicks)

“Overview of COVID-19 Workplace Laws and Regulations,” Southern California Labor & Employment Relations Association (online seminar) (2021)

“Selected Fiduciary Duty Issues for Collectively-Bargained ERISA Plans,” AFL-CIO Lawyers Advanced ERISA Seminar, Washington, D.C. (2020)

“ERISA Fiduciary Duty Basics,” AFL-CIO Lawyers ERISA Basics Seminar, Washington, D.C. (2019) (co-authored with Peter S. Dickinson)

“Ethics Basics for Union-Side Multiemployer Plan Attorneys,” AFL-CIO Lawyers ERISA Basics Seminar, Washington, D.C. (2019)

“Ethics: Confidentiality Issues in Labor Arbitration, Litigation and Bargaining,” 2019 UFCW Attorneys Conference, San Antonio, Texas (2019)

“Recent Developments at the NLRB,” Orange County Labor & Employment Relations Association, Anaheim, California (2019)

“What is the Right Number? Lifetime Benefits from Defined Contribution Plans,” 64th Annual Employee Benefits Conference, International Foundation of Employee Benefit Plans, New Orleans, Louisiana (October 2018)

“Representing Multiple Parties and Interests,” AFL-CIO Union Lawyers Conference, Atlanta, Georgia (May 2018)

“What Commissioners Need to Know,” California School Personnel Commissioners Annual Meeting, San Diego, California (2018)

“Fiduciary Basics,” AFL CIO Lawyers ERISA Basics Seminar, Washington, D.C. (2017) (co-authored with Ellen Silver)

“Ethics Basics for Union-Side Multiemployer Plan Attorneys,” AFL-CIO Lawyers ERISA Basics Seminar, Washington, D.C. (2017)

“The NLRB in the Trump Administration,” Orange County Labor & Employment Relations Association, Anaheim, California (2017)

“Multiemployer Potpourri: Construction Industry Reciprocity Litigation,” Employee Benefits Committee of the Labor & Employment Law Section, American Bar Association, Austin, Texas (2017)

“The NLRB in the Trump Administration,” Orange County Labor & Employment Relations Association, Anaheim, California (2017)

“Revenue Sharing Issues for Defined Contribution Plans,” AFL-CIO Advanced ERISA Seminar, Washington D.C. (2016)

“Legal, Accounting, and Legislative Update for Trustees and Coordinators,” Western Conference on Sheet Metal Apprenticeship and Training, San Diego, California (2016)

“Labor Law for Employment Lawyers,” State Bar of California Labor & Employment Law Section Webinar (with Erich Shiners) (2015)

“Insight on Fees (DC and DB Plans),” 61st Annual Employee Benefits Conference, International Foundation of Employee Benefit Plans, Honolulu, Hawaii (2015)

“New Developments in California Labor and Employment Law,” 33rd Annual Labor Law Conference, sponsored by National Labor Relations Board Regions 21 and 31, the Federal Mediation & Conciliation Service, and the Orange County Labor and Employment Relations Association, Anaheim, California (2015)

“Multiemployer Potpourri: The Multiemployer Pension Reform Act of 2014,” Employee Benefits Committee of the Labor & Employment Law Section, American Bar Association, San Diego, California (2015)

“Hot Topics in the Workplace: The Supreme Court Promotes Mandatory Employment Arbitration and Class Action Waivers,” 32nd Annual Labor Law Conference, sponsored by National Labor Relations Board Regions 21 and 31, the Federal Mediation & Conciliation Service, and the Orange County Labor and Employment Relations Association, Anaheim, California (2014)

“What’s Wrong with Labor Arbitrators?” Southern California Chapter of the National Academy of Arbitrators, Los Angeles, California (2014)

“Traditional Labor Law: Recent NLRB Decisions Affecting the Non-Union Workplace,” Labor & Employment Law Section Retreat, sponsored by Los Angeles County Bar Association, Ojai, California (2013)

“Facebook and Social Media: New Traps for Employers and Employees, New Opportunities for Unions,” 30th Annual Labor Law Conference, sponsored by National Labor Relations Board Regions 21 and 31, the Federal Mediation & Conciliation Service, and the Orange County Labor and Employment Relations Association, Anaheim, California (2012)

“Update on Employment Law,” and “Workshop: Human Resources Issues,” Trustees Institute for Jointly Managed Training and Education Funds, International Foundation of Employee Benefit Plans, Las Vegas, Nevada (2012)

“Social Media and the National Labor Relations Board: Something to Get All A Twitter About,” 32nd Annual Labor & Employment Law Symposium, sponsored by Los Angeles County Bar Association, Los Angeles, California (2012)

“Hot Issues at the NLRB: Cases on Social Media and Protected Activity, and the New Notice Posting Rules,” Orange County Labor and Employment Relations Association, Anaheim, California (2011)

“Are There Greater Fiduciary Responsibilities in Your Defined Contribution (DC) Plans?” 57th Annual Employee Benefits Conference, International Foundation of Employee Benefit Plans, New Orleans, Louisiana (2011)

“Fair Representation and the Attorney Client Relationship in Labor Arbitration: Dilemmas for Union Counsel,” 64th Annual Meeting, National Academy of Arbitrators, San Diego, California (2011)

“Collective/Class Actions and Collective Actions: Selected Ethical and Legal Issues,” 2011 AFL-CIO Union Lawyers Conference, San Diego, California (2011)

“Fee Disclosure in Defined Benefit and Defined Contribution Plans,” Investments Institute, International Foundation of Employee Benefit Plans, Las Vegas, Nevada (2011)

“The NLRB in the Obama Administration,” 2010 Western States Labor & Employment Law Conference, sponsored by National Labor Relations Board Regions 20, 21, 28, 31 and 32, the Federal Mediation & Conciliation Service, and six local Chapters of the Labor and Employment Relations Association, Las Vegas, California (2010)

“Returning to the Mainstream: The NLRB in the Obama Administration,” 28th Annual Labor Law Conference, sponsored by National Labor Relations Board Regions 21 and 31, the Federal Mediation & Conciliation Service, and the Orange County Labor and Employment Relations Association, Anaheim, California (2010)

Selected Print Publications

Chapter Co-Editor (Jointly Administered Plans) and Contributing Author, *Employee Benefits Law*, American Bar Association & Bloomberg BNA (2010-present)

Chapter Co-Editor (Union Security) and Contributing Author, *Labor Union Law and Regulation*, American Bar Association & Bloomberg BNA (2020-present)

Fair Representation and the Attorney Client Relationship in Labor Arbitration: Dilemmas for Union Counsel, Arbitration 2011: Varieties of the Arbitration Experience; Proceedings of the 64th Annual Meeting, National Academy of Arbitrators, Bureau of National Affairs (2012)

J. Paller & A. Barnes, *The Economics of Wage & Hour Litigation: Recovering Attorney's Fees and Costs, Wage & Hour Litigation Issues*, The Labor Law Exchange, Vol. 22 (AFL-CIO Lawyers Coordinating Committee, 2008)

Union Lawyers Are Not Liable for Malpractice or Breach of the DFR in Labor Arbitration or Contract Negotiations, LCC Bulletin, No. 183 (AFL-CIO Lawyers Coordinating Committee, July-August 2007)

“Gentlemen Do Not Read Each Other’s Mail:” A Lawyer’s Duties upon Receipt of Inadvertently-Disclosed Confidential Information, *The Labor Lawyer*, Vol. 21, No. 3 (American Bar Association, Winter/Spring 2006)

Fiduciary Investment Issues in Defined Contribution Plans, *Benefits & Compensation Digest* (web exclusive) (International Foundation of Employee Benefit Plans, August 2006)

NLRB Forbids Regions’ Ex Parte Communications with Supervisors in Organizations Represented by Counsel, *California Labor & Employment Law Quarterly* (2003)

Contributor, weekly “Shop Talk” column, *Los Angeles Times* (1997-2002)

Contributing Author, *Defense of Non-Traditional Labor Protest Activities*, AFL-CIO Lawyers Coordinating Committee (AFL-CIO 2001)

J. Paller & S. Kaplan, *The Protection of Employee Privacy*, *The Employee Termination Handbook* (Wiley Interscience, 1986)

TAB 37



Los Angeles Unified School District

954

333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: ROC-005-24/25, Version: 1

Report of Correspondence including Williams Uniform Complaint Quarterly Report Summary
(ROC-005-24/25)

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

November 19, 2024

REPORT OF CORRESPONDENCE

The following correspondence addressed to the Board of Education is submitted with the recommended Disposition, “Refer to Superintendent for referral to Office of the General Counsel to take all steps necessary to protect the interests of the Board of Education, including assignment to outside counsel; Controller to draw warrants in such amounts as may be necessary for the payment of costs and fees upon invoices as approved by the Office of the General Counsel”:

FROM	LEGAL ACTION
1. California Accident Firm	Complaint for Damages: 1) Battery 2) Intentional Infliction of Emotional Distress; 3) Negligence (As to LAUSD); 4) Negligent Supervision and Retention (As to LAUSD); Case No. 24BBCV00259; Superior Court of the State of California for the County of Los Angeles; Christian Sanchez as GAL for N.S., a minor, Plaintiff, v. Los Angeles Unified School District; and Does 1-50, Defendants.
2. California Accident Firm	Summons & Complaint for Damages: 1) Battery; 2) Intentional Infliction of Emotional Distress; 3) Negligence (As to LAUSD); 4) Negligent Retention and Supervision (As to LAUSD); Case No. 24BBCV00259; Superior Court of the State of California, for the County of Los Angeles; Christian Sanchez as GAL for N.S., a minor, Plaintiff, v. Los Angeles Unified School District; and Does 1-50, Defendants.
3. California Employment Counsel, APC	Summons and Complaint for Damages: 1) Discrimination on the Basis of Age, Disability, and Medical Condition, Cal. Gov. Code § 12940(a); 2) Age, Medical Condition and Disability Harassment and Hostile Work Environment, Cal. Gov. Code § 12940(j); 3) Failure to Take all Reasonable Steps to Prevent Discrimination, Harassment and Retaliation in Violation of FEHA, Cal. Gov. Code § 12940(k); 4) Failure to Engage in a Good Faith Interactive Process, Cal. Gov. Code § 12940(n); 5) Retaliation in Violation of FEHA, Cal. Gov. Code § 12940(h); Case No. 24STCV23622; Superior Court of the State of California for the County of Los Angeles; Amanda Brownlie, Plaintiff, v. Los Angeles Unified School District, a public entity; and Does 1 through 20, inclusive, Defendants.
4. Daniel Alvarez – In Pro Per	Summons & Complaint for Damages: False Imprisonment; Bodily Damages; Devastation of my Emotional Well Being Regarding the Destroyed Mental Health of a Sibling who is a Minor; Emotional Distress. Case No. 24STCV22395;

Superior Court of the State of California for the County of Los Angeles; Daniel Alvarez, Plaintiff, v. Los Angeles Unified School District, Defendants.

5. Demarco Law Firm
Summons & Complaint for Damages: 1) Sexual Battery; 2) Negligence; 3) Negligent Failure to Warn, Train, or Educate; Case No. 24STCV13012; Superior Court of the State of California, County of Los Angeles; John AJ Doe, an individual, Plaintiffs v. Los Angeles Unified School District, and DOES 2 through 100, inclusive, Defendants.
6. Demarco Law Firm
Summons and Complaint for Damages: 1) Sexual Battery; 2) Negligence; 3) Negligent Failure to Warn, Train, or Educate; Case No. 24STCV27348; Superior Court of the State of California, County of Los Angeles – Central; Jane GA Doe, an individual; Jane TA Doe, an individual; Jane TG Doe, an individual, Plaintiff, v. Los Angeles Unified School District, and Does 2 through 100, inclusive, Defendants.
7. DiMarco, Araujo, Montevideo
Summons and Complaint for Damages: 1) Negligent Supervision (Minor Sexual Assault CCP 340.1); 2) Intentional Infliction of Emotional Distress; Case No. 24STCV25194; Superior Court of the State of California for the County of Los Angeles; Jane Doe ML, Plaintiff, v. Los Angeles Unified School District; and Does 1-100, Defendants.
8. Downtown L.A. Law Group
Summons and Complaint Damages: 1) Negligent Failure to Supervise (Cal. Govt. Code § 815.2); Case No. 24LBCV01889; Superior Court of the State of California for the County of Los Angeles; Mason Anthony Mendoza, a minor, by and through his Guardian Ad Litem Dino Mendoza, Plaintiff, v. Los Angeles Unified School District, a public entity; and Does 1 to 50, inclusive, Defendants.
9. Downtown LA Law Group
Summons & Complaint for Damages: 1) Battery Negligent Failure to Supervise [Gov't Code Section 815.2]; Case No. 24SMCV04309; Superior Court of the State of California for the County of Los Angeles; Henry Sanchez, a minor, by and through his GAL Aura Morales a minor, Plaintiff, v. Los Angeles Unified School District; and Does 1-50, Defendants.
10. Downtown LA Law Group
Summons and Complaint for Damages: 1) Violation of Government Code Section 815.2 (Vicarious Liability); 2) Breach of Mandatory Duty under Government Code Section 815.6 (Negligent Supervision); 3) Dangerous Condition of Public Property (Gov. Section 835); 4) Negligence; Case No. 24VECV04103; Superior Court of the State of

California for the County of Los Angeles; Austin Ilagan by and through her GAL Ana Ilagan; Plaintiff, v. Los Angeles Unified School District; and Does 1-100, Inclusive, Defendants.

11. Freedom Foundation

Summons & Class Action Complaint for Declaratory Judgement, Injunctive Relief, and Nominal Damages for Violation of Civil Rights (42 U.S.C. Section 1983); Case No. 2:24-cv-08589-SVW-SK; United States District Court for the Central District of California, Western Division; Kimberly Krieger, Carli Golbin, Ana Kingston, and Jane Doe, on behalf of themselves, and all others similarly situated, Plaintiff, v. Los Angeles Unified School District, Defendants.

12. Joseph Farzam Law Firm

Summons and Complaint for Damages; Case No. 24SMCV05163; Superior Court of the State of California for the County of Los Angeles; Dayle Hartnett; Plaintiff, v. Los Angeles Unified School District; and Does 1-50, Inclusive, Defendants.

13. JW Howard | Attorneys, LTD

Summons and Complaint for Declaratory Relief and Damages; Case No. 24CHCV03748; Superior Court of the State of California, Los Angeles County, Chatworth Division; Iris Arnold, an individual; Setia Watin Beckham, an individual; Angela Karapetyan, an individual; Sarah Olczak, an individual; Laurie Peachy, an individual; and Protection for the Educational Rights of Kids, a California 501(c)(3) non-profit corporation, Plaintiffs, v. Los Angeles Unified School District, and Does 1 through 10, inclusive, Defendants.

14. LA Century Law

Summons and Complaint for Damages: 1) Negligence/Statutory Liability; 2) Premise Liability; 3) Dangerous Condition of Public Property; Case No. 24STCV22954; Superior Court of the State of California for the County of Los Angeles – Unlimited Jurisdiction; Kaliyah Burks by and through her GAL Sheantell Hovarth; Plaintiff, v. Los Angeles Unified School District; and Does 1-50, Inclusive, Defendants.

15. Law Office of Larry Clough

Summons & Complaint: 1) Negligence; 2) Negligent Supervision; 3) Negligent Hiring; 4) Negligent Entrustment; Case No. 24NNCV03315; Superior Court of the State of California, County of Los Angeles; Marianna Vardanyan, a minor, by and through her guardian ad litem, Shushanik Hovhannesyan, Plaintiffs v. Los Angeles Unified School District, et al., Defendants.

16. Law Offices of Akudinobi & Ikonte
Summons & Complaint for Damages and Request for Jury Trial; Case No. 2:24-cv-08291-SPG-AGR; United States District Court for the Central District of California – Western Division; J.S. by and through his GAL Jasmine Spain, Plaintiff, v. Los Angeles Unified School District; and Does 1-10, Defendants.

17. Law Offices of Alfred O. Anyia
Summons & Complaint: 1) General Negligence; 2) Respondeat Superior – Against Defendant LAUSD; Case No. 24STCV13992; Superior Court of the State of California, County of Los Angeles; Enio Chavez, by and through his guardian ad litem, Ofelia Chavez, Plaintiff v. Los Angeles Unified School District, et al., Defendants.

18. Law Offices of Joseph D. Ryan
Summons and Complaint for: 1) Motor Vehicle; Case No. 24STCV13311; Superior Court of the State of California for the County of Los Angeles; Ricardo Hernandez Hernandez, Plaintiff, v. Los Angeles Unified School District, et al., Defendants.

19. Law Offices of Scott C. Stratman
Summons and Cross-Complaint: 1) Indemnity; 2) Contribution; Case No. 24VEC00560; Superior Court of the State of California, for the County of Los Angeles – Van Nuys; Serob Kalashyan; Marina Goktchyan, Cross-Complainants, v. Los Angeles Unified School District, and Roes 1-20, inclusive, Cross-Defendants

20. Levin & Nalbandyan, LLP
Summons and Complaint for Damages: 1) Negligence, Negligent Hiring, Training, Retention, and/or Supervision of Unfit Employees; 2) Intentional Infliction of Emotional Distress; 3) Breach of Mandatory Statutory Duties which proximately cause Plaintiff's Sexual Assault and Battery; 4) Breach of Mandatory Statutory Duties Which Proximately Caused Plaintiff Additional Damages Separate and Distinct from his Sexual Assault and Battery; Case No. 24STCV24937; Superior Court of the State Of California For The County Of Los Angeles; M.O.S., a minor, by and through his Guardian Ad Litem Moieshai Carter, Plaintiff, v. Los Angeles Unified School District, a public entity; and Does 1 to 50, inclusive, Defendants.

21. Manly, Stewart & Finaldi
The Senators (Ret.) Firm, LLP
Summons and Complaint for Damages: 1) Negligence, Negligent Supervision, Negligent Hiring and/or Retention, Negligent Failure to Warn Train or Educate; 2) Constructive Fraud (C.C. § 1573); 3) Intentional Infliction of Emotional Distress; 4) Breach of Fiduciary Duty; 5) Sexual Harassment (C.C. § 51.9); 6) Sexual Battery; 7) Gender Violence; 8) Failure to Report Suspected Child Abuse (Pen. Code § 11166, et seq.); Case No. 24STCV28248; Superior Court of the State of California, In and For the County of

Los Angeles; Jane OM Doe, an individual, Plaintiff, v. Los Angeles Unified School District, a California public entity, et al., Defendants.

22. Office of the City Attorney
Summons and Cross-Complaint; Case No. 24STCV15714; Superior Court of the State of California for the County of Los Angeles; City of Los Angeles, A Municipal Corporation, Plaintiff, v. Los Angeles Unified School District; and Roes 1 to 20, inclusive, Defendants.
23. Setareh Law
Summons & Complaint for Damages; Case No. 24STCV26335; Superior Court of the State of California for the County of Los Angeles; Pedro Cite Junata, Plaintiff v. Los Angeles Unified School District; and Does 1-10, Defendants.
24. Slater Slater Schulman, LLP
Summons and Complaint for Personal Injuries and Damages from Childhood Sexual Abuse; Case No. 24STCV10127; Superior Court of the State of California for the County of Los Angeles; Jane Doe G.Z., an individual, Plaintiff, v. Los Angeles Unified School District, a public entity; and Does 1 through 60, inclusive, Defendants.
25. Slater Slater Schulman, LLP
Summons and Complaint for Personal Injuries and Damages from Childhood Sexual Abuse; Case No. 24STCV23631; Superior Court of the State of California for the County of Los Angeles; Jane Doe H.C., an individual, Plaintiff, v. Los Angeles Unified School District, a public entity; and Does 1 through 60, inclusive, Defendants.
26. Slater Slater Schulman, LLP
Summons and Complaint for Personal Injuries and Damages from Childhood Sexual Abuse; Case No. 24STCV13749; Superior Court of the State of California for the County of Los Angeles; Jane Doe S.C., an individual, Plaintiff, v. Los Angeles Unified School District, a public entity; and Does 1 through 60, inclusive, Defendants.
27. Slater Slater Schulman, LLP
Summons and Complaint for Personal Injuries and Damages from Childhood Sexual Abuse; Case No. 24STCV23960; Superior Court of the State of California For The County Of Los Angeles; John Roe R.V., an individual; John Roe J.S., an individual; John Roe W.P., an individual; Jane Roe J.H., an individual; Jane Roe M.S., an individual; Jane Roe D.R., an individual; John Roe F.A., an individual; Jane Roe V.H., an individual; Jane Roe M.F., an individual; John Roe J.B., an individual; Jane Roe L.M., an individual; Jane Roe M.D., an individual; Jane Roe J.B., an individual; Jane Roe V.Z., an individual; Jane Roe L.L., an individual; John Roe E.L., an individual; John Roe J.S. #2, an

individual; John Roe M.C., an individual; Jane Roe G.G., an individual; John Roe B.S., an individual; Jane Roe J.S., an individual; John Roe C.S., an individual; Jane Roe N.O., an individual, Plaintiffs, v. Los Angeles Unified School District, a public entity; and Does 1 through 60, inclusive, Defendants.

28. The Law Offices of Arash Khorsandi

Summons & Plaintiff Anthony Galicia's First Amended Complaint: 1) Motor Vehicle Negligence; 2) Negligent Entrustment of a Motor Vehicle; 3) Violation of Government Code Section 815, et seq.; Case No. 24STCV02597; Superior Court of the State of California, for the County of Los Angeles; Anthony Galicia, Plaintiff, v. Los Angeles Unified School District, and Does 1-100, Defendants.

29. Wilshire Law Firm, PLC

Summons and Complaint for Damages: 1) Dangerous Condition of Public Property (Cal. Government Code §§ 815.2, 815.6, 820(a), 830, 835 et seq., 840 et seq.); 2) Failure to Inspect or Negligent Inspection of Property (Cal. Government Code § 818.6); 3) Liability for Injuries Caused by Employee Within Scope of Employment (Cal. Government Code § 815.2); 4) Liability for Injuries Caused by Independent Contractors (Cal. Government Code § 815.4); 5) Negligence; and 6) Premises Liability; Case No. 24CHCV03683; Superior Court of the State of California for the County of Los Angeles, Chatsworth Courthouse; Rodolfo De Los Santos, an individual, Plaintiff, v. Los Angeles Unified School District, a public entity; and Does 1 through 50, inclusive, Defendants.

The recommended disposition of the following item is “Refer to Superintendent for referral to the Office of the Risk Management and Insurance Services”:

<u>No.</u>	<u>Received From</u>	<u>Type of Damage</u>	<u>Claimant</u>	<u>Date of Damage</u>
30.	Arutyun Topchyan A&T Legal Group, APLC	Damages	Aerion Pittman, a minor by and through her GAL Joishah Moten	04-23-24
31.	Carney R. Shegerian Shegerian & Associates, Inc.	Damages	Alirez Sarraf	Various Dates
32.	Ashley Starks Billings	Damages	Anderson James Billings	2023-2024 school year / August 2024 - September 2024
33.	Scott J. Street	Damages	Angela Karapetyan	10-27-21
34.	Rosa Villar, parent of Audrey de Luna	Damages	Audrey Josephine	04-04-23
35.	Carney R. Shegerian Shegerian & Associates, Inc.	Damages	Brenda Martin	Various Dates
36.	Silvio Natale Nelson and Natale	Damages	Cristian Campos Molina	05-29-24
37.	William F. Salle Law Offices of William F. Salle	Damages	Dakota Guzman	05-10-24
38.	Douglas Hines	Damages	Douglas Hines	09-11-24
39.	Carolina Hernandez	Damages	Ean Hernandez	08-04-24
40.	Alma Mejia L.A. Injury Attorneys	Damages	Eden Marlene Flores Carillo	04-30-24
41.	Eddie B. Dennis	Damages	Emerson Mikasa A minor	09-17-24

42.	Sylvester Davis III	Damages	Gabriela Gonzalez	08-26-24
43.	Gary Berkovich Law Offices of Gary Berkovich, APC	Damages	Gael Navarro	04-17-24
44.	Gina Browne	Damages	Gina Browne	10-02-24
45.	Caleb Blumenshine OBO Gissell Macias	Damages	Gissell Macias	04-15-24
46.	Scott J. Street	Damages	Iris Arnold	10-27-21
47.	Aric N. Williams Law Offices of Aric N. Williams	Damages	Ivan Ibanez Rodriguez	11-29-23
48.	Benji Personal Injury Daniel Benji	Damages	Jacob Atayde	05-13-24
49.	Javier M. Fernandez Aceves	Damages	Javier M. Fernandez Aceves	09-11-24
50.	Sharona Eslamboly Hakim Law Offices of Sharona Eslamboly Hakim	Damages	Jayden Sanchez	04-09-24
51.	Jazmine Gomez Downtown LA Law Group	Damages	Jaylon Sims	04-26-24
52.	Abraham Dervishian DZ Law Group	Damages	Jehiser Vervantes	04-22-24
53.	Harry Nalbandyan Levin & Nalbandyan	Damages	Jesus Rayon	05-01-24
54.	Luis A. Carrillo Michael S. Carrillo Carrillo Law Firm	Damages	Juan Hernandez Antonio Hernandez Perez Mara Sarat Hernandez Maria Sarat Hernandez	09-08-24 09-09-24

55.	Ameer Shah Law Offices of Ameer Shah	Damages	Katherine Rodriguez	05-06-24
56.	Christopher M. Bunge	Damages	Kemp Bros. Constr. Inc.	10-17-24
57.	Kevin Dunn	Damages	Kevin Dunn	10-30-20 to 10-15-21 10-15-18 to 03-13-20
58.	Jasmine Gomez OBO King Mariano DTLA Law Group	Damages	King Mariano	04-19-24
59.	Scott J. Street	Damages	Laurie Peachy	10-15-21
60.	Amalia Albaryan Sweet James LLP	Damages	Lexi Connor	04-23-24
61.	Jazmine Gomez Downtown LA Law Group	Damages	Lyn'den Javier Tyronn Moore	04-12-24
62.	Martha R. McLellan	Damages	Martha R. McLellan	08-29-24
63.	Caleb Blumenshine Downtown LA Law Group	Damages	Melodie Molina	04-25-24
64.	Ashley Silva-Guzman JLG Lawyers	Damages	Mingjie Zhai	06-11-23
65.	Caleb Blumenshine Downtown LA Law Group	Damages	Nakijjah Thomas	04-17-24
66.	Natalia Jackson	Damages	Natalia Jackson	10-16-24
67.	SHK Law Corporation	Damages	Owen Aguilera, a minor, by and through Guardians ad Litem	04-26-24

David Aguilera &
Colleen Steckloff

68.	Daniel Rarog PCL Construction Service	Damages	PCL Construction Services	September 2022 to January 2024
69.	Raul Guzman Defiant Law	Damages	Raul Guzman	06-11-24 Estimated
70.	Janee Sullivan	Damages	Rodney Stephens III	09-10-24
71.	Alexander F. Rodriguez Law Office of Hirji & Chau	Damages	S.C., a minor	10-16-23 03-14-24
72.	Kevin Kunde KAL Attorneys, APC	Damages	Saman Habib	08-12-24
73.	Samantha Macdonald	Damages	Samantha Macdonald	09-05-24
74.	Erik S. Velie Victory Law Group, LLP	Damages	Skylar Munir, a minor thru mother Kenyon Jones	08-26-24
75.	Stephan Airapetian Stephan Filip PC	Damages	Steven Meza	04-30-24
76.	Takisha Perryman	Damages	Takisha Perryman	10-21-24
77.	Terri Milner	Damages	Terri Milner	05-02-24
78.	Karina Godoy JML Law	Damages	Tes Baldwin	08-16-24
79.	Timothy B. Merrill	Damages	Timothy B. Merrill	07-19-24

80.	Hara Kim	Damages	Yulkwon Lee	05-13-24
81.	Esmeralda Moreno Allstate	Vehicle Damages	Allstate a/s/o Liliana Vigilchavez	07-01-24
82.	Andrea Parker	Vehicle Damages	Andrea Parker	10-02-24
83.	Angel Villanueva	Vehicle Damages	Angel Villanueva	09-06-24
84.	Candy Quixtan Vaargas Infinity ASO	Vehicle Damages	Candy Quixtan Vaargas	07-10-24
85.	Carla Earle	Vehicle Damages	Carla Earle	05-23-24
86.	Anthony Fuentes Ditchey Geiger LLC	Vehicle Damages	Ditchey Geiger LLC, Attorney for AAA a/s/o Alfredo Ortiz	07-02-24
87.	Eulalia Mateo Mateo	Vehicle Damages	Eulalia Mateo Mateo	09-30-24
88.	Gladys Hylton	Vehicle Damages	Gladys Hylton	10-01-24
89.	Arthur Shushanyan Shushanyan Law Firm, Inc.	Vehicle Damages	Housep Galamdaryan	03-22-24
90.	Edita Shirinyan Amerialex Law Firm	Vehicle Damages	Hrispsime Gotti	10-21-24
91.	Jazmine Gomez OBO Iris Villalobos	Vehicle Damages	Iris Villalobos	04-12-24
92.	Jesus Lares	Vehicle Damages	Jesus Lares	09-23-24

93.	Juan Chanax	Vehicle Damages	Juan Chanax	01-10-24
94.	Marina Melkonova	Vehicle Damages	Marina Melkonova	09-12-24
95.	BL Law Group	Vehicle Damages	Min Jeung Shin	10-02-24
96.	Naden Toma	Vehicle Damages	Naden Toma	10-24-24
97.	Victory Law Group	Vehicle Damages	Skylar Munir, a minor thru mother Kenyon Jones	08-26-24
98.	Stephanie A. Manriquez	Vehicle Damages	Stephanie A. Manriquez	07-09-24
99.	Kaitlin Miyawaki Subro Claims	Vehicle Damages	Subro Claims, Inc o/b/o Geico Ins. a/s/o Tyrol Dumarán	07-18-24
100.	Kaitlyn Mayawaki Subro Claims	Vehicle Damages	Subro Claims, Inc. OBO Geico Ins. ASO Leonard Suh	05-23-24
101.	Tana Lopez	Vehicle Damages	Tana Lopez	10-09-24
102.	Tim McCune	Vehicle Damages	Tim McCune	09-28-24

**WILLIAMS AND STATE PRESCHOOL HEALTH AND SAFETY
UNIFORM COMPLAINT
QUARTERLY REPORT SUMMARY
1st Quarter 2024/2025**

DISTRICT NAME: Los Angeles Unified School District

DATE: October 22, 2024

QUARTER COVERED BY THIS REPORT:

July, August, September 2024

Williams Uniform Complaints:

	Number of Complaints Received in Quarter	Number of Complaints Resolved	Number of Complaints Unresolved
Textbooks and Instructional Materials	40	40	0
Facility Conditions	138	73	65
Teacher Vacancy or Misassignment	10	9	1
Totals	188	122	66

State Preschool Health and Safety:

	Number of Complaints Received in Quarter	Number of Complaints Resolved	Number of Complaints Unresolved
Facility Conditions	1	0	1
Visual Supervision	0	0	0
Totals	1	0	1

SUBMITTED BY: Binh Nguyen 

TITLE: Director, Office of Student Civil Rights, Office of the General Counsel

Please note: The 66 unresolved complaints are still within the 30-day deadline. These are pending investigation and will be closed within the 30-day grace period.

Williams Project
Record Distribution Report
2024-2025 – 1st Quarterly Report
October 22, 2024

Board Member							
Board Member	Gross UCPs	Non-Wms UCPs	Net Wms UCPs	IM	MO	HR	Total
1	8	0	8	0	7	1	8
2	20	0	20	0	20	0	20
3	41	0	41	1	40	0	41
4	16	0	16	0	8	8	16
5	23	0	23	0	22	1	23
6	50	0	50	39	11	0	50
7	30	0	30	0	30	0	30
Other/Districtwide	0	0	0	0	0	0	0
Not Applicable	0	0	0	0	0	0	0
TOTAL	188	0	188	40	138	10	188
Local District							
Local District	Gross UCPs	Non-Wms UCPs	Net Wms UCPs	IM	MO	HR	Total
North	79	0	79	0	78	1	79
South	15	0	15	1	13	1	15
East	21	0	21	0	19	2	21
West	15	0	15	0	15	0	15
Non-Public	0	0	0	0	0	0	0
Not Applicable	0	0	0	0	0	0	0
DACE	0	0	0	0	0	0	0
TOTAL	130	0	130	1	125	4	130
Subject Area							
Subject Area	Gross UCPs	Non-Wms UCPs	Net Wms UCPs				
IM	40	0	40				
MO	138	0	138				
HR	10	0	10				
Non-Williams	0	0	0				
TOTAL	188	0	188				
2024-2025 UCPs							
Quarter	Net UCPs	IM	MO	HR			
Q1	188	40	138	10			
Q2	0	0	0	0			
Q3	0	0	0	0			
Q4	0	0	0	0			
TOTAL	188	40	138	10			

Legend: UCPs=Uniform Complaint Procedures: Wms=Williams: IM=Instructional Materials/Textbooks: MO=Facilities:
HR=Human Resources (Teacher Assignments)