



## Board of Education Report

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**File #:** Rep-134-25/26, **Version:** 1  
**In Control:** Charter Schools Division

**Agenda Date:** 11/17/2025

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### **Denial of the Renewal Petition for Ingenium Charter Middle [PUBLIC HEARING]** Charter Schools Division

#### **Brief Description:**

(Denial of the Renewal Petition for Ingenium Charter Middle) Recommends denial of the renewal petition for Ingenium Charter Middle, a Start-Up Independent charter school, located in Board District 4 and Region North, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 270 students in grades 6-8 in each year of the charter term.

#### **Action Proposed:**

Adopt the denial of the renewal charter petition for Ingenium Charter Middle (“Charter School”), a Start-Up Independent charter school, located in Board District 4 and Region North, and adoption of the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for Ingenium Charter Middle.

#### **Background:**

Ingenium Charter Middle is a 6-8 school currently serving 195 students on a District Proposition 39 Co-Location (Sutter Middle School) at 7330 Winnetka Avenue, Winnetka, CA, 91306 in Board District 4 and Region North. Ingenium Charter Middle was originally approved by the LAUSD Board of Education on February 12, 2013. On November 7, 2017, the charter school was renewed for a five-year term to serve 270 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 Ingenium Charter Middle expires June 30, 2026.

On August 20, 2025, Ingenium 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 18, 2025.

An initial Public Hearing was held on October 14, 2025.

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

#### **Due Diligence:**

Current Ingenium Charter Middle governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A confidential due diligence review of the charter school and its governing organization, school leader and financial manager, was performed by the Office of the Inspector General, and to the extent any material concerns were identified by the

Office of the Inspector General, such information was forwarded to District staff for further assessment.

Statutory Framework and Criteria for Renewal:

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

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

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

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

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

Grounds for Nonrenewal:

Staff of the Charter Schools Division and the Office of the General Counsel reviewed the renewal charter petition application for Ingenium Charter Middle and have assessed that the renewal petition application does not meet the criteria for approval. As fully discussed in the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for Ingenium Charter Middle, based on review of the petition and supporting documentation, staff has determined that Charter School has not met the requirements set forth in Education Code sections 47605, 47607, and/or 47607.2, and therefore recommends denial of the renewal petition.

**Expected Outcomes:**

Denial will prevent Charter School from continuing its operations as a charter school under the authority of the LAUSD Board.

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**Board Options and Consequences:**

“Yes” - If the Board adopts the recommendation of denial and the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for Ingenium Charter Middle, Charter School would not be authorized to continue operating as a charter school under the terms of the authority of the LAUSD Board. Charter School’s current charter expires on June 30, 2026. The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 134-25/26, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education’s adopted written findings of fact for the denial of Charter School renewal petition.

“No” - If the Board does not adopt the recommendation of denial of the charter petition and the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for Ingenium Charter Middle, and instead takes specific action to approve the renewal charter petition, Charter School would be authorized to continue operating as a charter school under the terms of the approved renewal petition for a five (5) year period beginning July 1, 2026. Within 30 days, the Board requires that the school submit to the Charter Schools Division a revised renewal charter petition that is consistent with and meets all applicable legal and LAUSD requirements, including but not limited to a reasonably comprehensive description of all fifteen required elements and current Federal, State, District Required Language.

**Policy Implications:**

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

**Budget Impact:**

The Local Control Funding Formula (LCFF) and various other income sources of the District are reduced when current District students enroll at a charter school, and corresponding reduction in expenditures may not occur in such cases. If the Board adopts staff recommendation of denial of the petition, the action will not have a budget impact. If the Board does not adopt the staff denial recommendation and the petition is approved, the impact on the budget will be commensurate with the terms of the specific Special Education Local Plan Area (SELPA) Memorandum of Understanding (MOU) (Option 1, 2, or 3) executed by the charter school and the District, if applicable.

Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school’s fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school’s LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school’s charter or operations that raise financial implications would require a

material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected to join the LAUSD 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 MOU between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

### **Student Impact:**

As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has not met the requirements for charter school and therefore recommends denial of the renewal petition.

### **Issues and Analysis:**

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

### **Attachments:**

Attachment A - Staff Assessment and Recommendation Report

Attachment B - Ingenium Charter Middle Data Set

Attachment C - Findings of Fact in Support of Denial of the Charter Petition for Ingenium Charter Middle

Budget, Petition, and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:

[https://drive.google.com/drive/folders/1o3bbo5jinS-rboTbjPD41HZPXfDx3iA\\_?usp=sharing](https://drive.google.com/drive/folders/1o3bbo5jinS-rboTbjPD41HZPXfDx3iA_?usp=sharing)

**Submitted:**

10/23/25

**RESPECTFULLY SUBMITTED,**

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ALBERTO M. CARVALHO  
Superintendent

**APPROVED & PRESENTED BY:**

\_\_\_\_\_  
CAROLYN SPAHT GONZALEZ  
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  
Senior Executive Director of Strategy  
Office of the Chief Strategy Officer

**REVIEWED BY:**

\_\_\_\_\_  
KURT JOHN  
Deputy Chief Financial Officer

\_\_\_ Approved as to budget impact statement.

**APPROVED & PRESENTED BY:**

\_\_\_\_\_  
MARLA WILLMOTT  
Director  
Charter Schools Division

ATTACHMENT A

**STAFF ASSESSMENT AND RECOMMENDATION REPORT  
RENEWAL PETITION**

Board of Education Report 134-25/26  
November 17, 2025

School Name:	<b>Ingenium Charter Middle</b>		<b>BOARD IS REQUIRED TO TAKE ACTION BY:  November 18, 2025</b>
Type of Charter School:	<b>Start-Up Independent Charter School</b>		
Charter Operator	<b>Ingenium Schools</b>		
Location Code:	<b>5203</b>		
Type of Site(s):	<b>District-Proposition 39 Co-Location</b>		
Site Address(es):	<b>7330 Winnetka Avenue, Winnetka, CA 91306 (Sutter Middle School)</b>		
Board District(s):	<b>4</b>	Region(s):	<b>North</b>
Grade Levels Served:	<b>6-8</b>	Current Enrollment:	<b>195</b>
Grade Levels Authorized in Current Charter:	<b>6-8</b>	Approved Enrollment in Current Charter:	<b>270</b>
<b>CONSIDERATION:</b>	<b>Renewal</b>		
<b>CDE PERFORMANCE CATEGORY:</b> (PER CDE'S 2025 CLASSIFICATION)	<b>Middle Performing</b>		
<b>STAFF RECOMMENDATION:</b>	<b>Denial</b>		
<b>PROPOSED BENCHMARKS:</b>	None		

# STAFF ASSESSMENT

## I. ACTION PROPOSED

Staff recommends denial of the renewal petition for Ingenium Charter Middle (“Charter School”), located in Board District 4 and Region North, for a term of five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 270 students in grades 6-8 in each year of the charter term.

## II. RENEWAL REQUIREMENTS

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

### Criteria for Charter School Renewal and Grounds for Nonrenewal

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

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

**For reasons more fully set forth in the *Findings of Fact in Support of Denial of the Renewal Charter Petition for Ingenium Charter Middle*, these criteria have been determined to be bases for denial.**

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

**For reasons more fully set forth in the *Findings of Fact in Support of Denial of the Renewal Charter Petition for Ingenium Charter Middle*, these criteria have been determined to be bases for denial.**

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

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

### Charter Petition Requirement:

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

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

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

### III. GENERAL SCHOOL INFORMATION

#### A. School History

	Ingenium Charter Middle
<b>Initial Authorization:</b>	On February 12, 2013, Ingenium Charter Middle was authorized by the LAUSD Board of Education to serve 270 students in grades 6-8.
<b>Most Recent Renewal</b>	<p>The charter was renewed on November 7, 2017 for a five-year term (July 1, 2018 - June 30, 2023) to serve up to 270 students in grades 6-8.</p> <p>Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Ingenium Charter Middle expires June 30, 2026.</p>
<b>Approved Material Revisions of Current Charter:</b>	Not applicable
<b>Board Benchmarks in Current Charter Term:</b>	<p>On November 7, 2017, as part of the school’s most recent renewal, the LAUSD Board of Education issued the following academic benchmarks to Ingenium Charter Middle:</p> <ol style="list-style-type: none"> <li>1. The school shall submit a written status report to the Charter Schools Division annually no later than December 1 that provides evidence to demonstrate growth of at least one performance level per academic year in <i>English Language Arts</i> indicators for measuring “Academic Performance” on the California Dashboard as reported by the California Department of Education (CDE) for all numerically significant subgroups with the goal of achieving and maintaining the “Green” performance level or higher on each of these indicators.</li> <li>2. The Charter School shall provide a plan to the Charter Schools Division, within 30 days, to address the school’s systemic improvements for accurate and timely reporting into CALPADS. The plan shall address how this system will be accessible without interruption in the case of staff changes. The Charter School shall submit written evidence to the Charter Schools Division annually no later than June 1 of accurate and timely reporting into CALPADS.</li> </ol> <p>Please see the <i>Findings of Fact in Support of Denial of the Renewal Charter Petition for Ingenium Charter Middle</i> for more details.</p>

	Ingenium Charter Middle
<b>Submission of Renewal Petition Application:</b>	Ingenium Charter Middle submitted its renewal petition application on August 20, 2025. The 90-day statutory timeline for Board action on the petition runs through November 18, 2025.
<b>Concurrent Request for Material Revision:</b>	Not applicable
<b>Master Plan for English Learners and Standard English Learners:</b>	Ingenium Charter Middle implements its own Master Plan for English Learners and Standard English Learners.
<b>Special Education SELPA</b>	Ingenium Charter Middle participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

**B. Charter School Operator**

Ingenium Charter Middle is operated by Ingenium Schools, a California nonprofit public benefit corporation that also operates one other LAUSD-authorized charter school.

**IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE**

a. Summary

Ingenium 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.

Overall, Charter School’s Dashboard performance was lower than the state in English Language Arts (ELA), Math, and on the English Language Progress Indicator (ELPI). The charter school provided three years of verified data, demonstrating a majority of grade levels and numerically significant student groups demonstrated one year’s progress in 2022-2023, 2023-2024 and 2024-2025. However, there were participation rate concerns. Further analysis in ELA, Math, and ELPI demonstrated lower outcomes for the charter school when compared to Resident Schools Median. In addition, when comparing the CAASPP Standard Exceeded or Met rates in ELA and Math, the charter school was lower than the Resident Schools Median for the three years. Furthermore, the charter school demonstrated higher Long-term English Learner percentages.

Please see the Ingenium Charter 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 are reported based on the 2021-2022 school year data using one of five Status Levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status Levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and

Very High). Below, the 2023 and 2024 Dashboard Performance Levels (colors) based on two years' data are provided.

**Ingenium Charter Middle**

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	Very Low	Very Low	Medium	Not Applicable	Very High	Not Applicable	Low
2022-2023	Orange	Orange	Orange	Not Applicable	Red	Not Applicable	Orange
2023-2024	Red	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

Please see the *Findings of Fact in Support of Denial of the Charter Petition for Ingenium Charter Middle* for more details.

d. Math Indicator

Please see the *Findings of Fact in Support of Denial of the Charter Petition for Ingenium Charter Middle* for more details.

e. English Learner Progress Indicator

Please see the *Findings of Fact in Support of Denial of the Charter Petition for Ingenium Charter Middle* for more details.

f. College/Career Indicator

Not applicable

g. Chronic Absenteeism Indicator

In 2023 and 2024, on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students, and for the majority of numerically significant student groups, but lower in 2022. However, Charter School is demonstrating declines for All Students and for all numerically significant student groups.

h. Graduation Indicator[HS only]

Not applicable

i. Suspension Rate Indicator

In 2022, 2023 and 2024, the charter school's percentage of students suspended at least once was lower than the state for All Students, and for all numerically significant student groups.

j. Dashboard Local Indicators

Staff also considered the Local Indicators (e.g., Basic: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; Access to a Broad Course of Study) which have all been reported as "Met" in 2023 and "Not Met" in 2024.

k. Additional Information

As noted above, Ingenium Charter Middle has two (2) benchmarks, related to academics and operations in its current term. Please see the *Findings of Fact in Support of Denial of the Charter Petition for Ingenium Charter Middle* for more details.

**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 Ingenium Charter Middle outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2023-2024	<i>Proficient</i>
2024-2025	<i>Proficient</i>
Concerns	None

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	<i>Unsatisfactory</i>
2024-2025	<i>Developing</i>
Concerns	The ratings of <i>Unsatisfactory</i> and <i>Developing</i> in 2023-2024 and 2024-2025 were due to school performance on the California School Dashboard and the average of the indicator scores.

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2023-2024	<i>Proficient</i>
2024-2025	<i>Proficient</i>
Concerns	None

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	<i>Accomplished</i>
2024-2025	<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 for the timeframe specified in law. (Ed. Code, § 47607.2(b)(3).) Please see the *Findings of Fact in Support of Denial of the Charter Petition for Ingenium Charter Middle* for more details.

**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 three years of verified data that had participation rate concerns, staff determined that the school’s ELA, Math, and ELPI data requires further review. Please see the *Findings of Fact in Support of Denial of the Charter Petition for Ingenium Charter Middle* for more details.

**VIII FISCAL MANAGEMENT AND PERFORMANCE**

a. Fiscal Condition

Ingenium Charter Middle’s fiscal condition is positive.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Unaudited Actuals)
Net Assets	\$1,117,676	\$1,303,226	\$1,997,465	\$1,267,188	\$1,600,910
Net Income/Loss	\$950,263	\$185,550	\$694,239	(\$730,277) <sup>1</sup>	\$333,722
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Norm Enrollment <sup>A</sup>	229	184	147	169	180

<sup>1</sup> Ingenium Schools explained that the net loss reported for 2023-2024 was primarily due to the sub-agreement service costs incurred to address higher-than-expected needs in areas such as special education, substitute staffing, and transportation.

<sup>A</sup> Ingenium Charter Middle reported 195 Norm Enrollment for Fiscal Year 2025-2026. Ingenium Schools stated that it plans to increase enrollment through various means, for example, increasing community engagement, advocacy, and partnerships. The CSD will continue to monitor Charter School’s student enrollment and financial condition as part of its oversight process.

- b. 2023-2024 Independent Audit Report  
 Audit Opinion: Unmodified/Unqualified  
 Material Weaknesses: None Reported  
 Deficiencies/Findings: None Reported  
 Lack of a Going Concern: None Reported

c. Other Significant Fiscal Information

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

<b>Ingenium Schools</b>					
<b>Source: Independent Audit Report for the Year Ending June 30, 2024</b>					
<b># of Charter Schools</b>		<b><u>Including</u> related parties and charter schools</b>		<b><u>Excluding</u> related parties and charter schools</b>	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
4	2	\$7,957,361	(\$1,569,985) <sup>1</sup>	\$0	\$0

<sup>1</sup> The net loss reported for the charter operator, including its related parties and its charter schools, reflected the combined net losses from all four of its charter schools.

# Ingenium Charter Middle

Board District: 4 | Region: North | Location Code: 5203

## CA School Dashboard: Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																						
Student Group	Dashboard 2022						Dashboard 2023						Dashboard 2024									
	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	99%	164	-78.0	Very Low	-12.2	Lower	99%	130	-73.0	5.0	Increased	Orange	-13.6	Lower	96%	151	-79.4	-6.5	Declined	Red	-13.2	Lower
English Learner	99%	85	-103.1	Very Low	-61.2	Lower	100%	65	-114.8	-11.7	Declined	Red	-67.7	Lower	93%	77	-114.7	0.1	Maintained	Red	-67.6	Lower
Latino	99%	150	-82.8	Very Low	-38.6	Lower	99%	115	-87.8	-5.0	Declined	Red	-40.2	Lower	96%	138	-83.9	3.9	Increased	Orange	-39.3	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	100%	28	-115.6	-1.0	Maintained	--	-109.6	--
Socioeconomically Disadvantaged	99%	163	-78.8	Very Low	-41.4	Lower	99%	111	-82.1	-3.3	Declined	Red	-42.6	Lower	96%	149	-79.2	2.9	Maintained	Red	-40.9	Lower
Students with Disabilities	100%	27	-127.0	Very Low	-97.3	--	100%	21	-126.6	0.4	Maintained	--	-96.3	--	100%	23	-135.5	-8.9	Declined	--	-95.6	--

Data Sources: California School Dashboard Research data files.

# Ingenium Charter Middle

Board District: 4 | Region: North | Location Code: 5203

## CA School Dashboard: Academic Performance - Math

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

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																						
Student Group	Dashboard 2022						Dashboard 2023							Dashboard 2024								
	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	98%	161	-148.1	Very Low	-51.7	Lower	99%	130	-129.6	18.5	Increased Significantly	Orange	-49.1	Lower	99%	157	-120.1	9.6	Increased	Orange	-47.6	Lower
English Learner	98%	83	-163.2	Very Low	-92.0	Lower	99%	65	-155.1	8.1	Increased	Orange	-93.4	Lower	99%	81	-147.6	7.5	Increased	Orange	-93.4	Lower
Latino	98%	147	-154.5	Very Low	-83.4	Lower	99%	115	-141.6	12.9	Increased	Orange	-80.8	Lower	99%	144	-121.5	20.1	Increased Significantly	Orange	-79.2	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	96%	27	-175.7	-3.4	Declined	--	-163.5	--
Socioeconomically Disadvantaged	98%	160	-148.4	Very Low	-84.0	Lower	98%	111	-132.8	15.7	Increased Significantly	Orange	-80.8	Lower	99%	155	-120.1	12.7	Increased	Orange	-78.2	Lower
Students with Disabilities	97%	26	-195.2	Very Low	-130.8	--	100%	21	-201.2	-6.1	Declined	--	-127.3	--	100%	23	-190.7	10.5	Increased	--	-124.3	--

Data Sources: California School Dashboard Research data files.

# Ingenium Charter Middle

Board District: 4 | Region: North | Location Code: 5203

## CA School Dashboard: English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school for all student groups in grades 1-12. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "--" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported.

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

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																			
Student Group	Dashboard 2022					Dashboard 2023							Dashboard 2024						
	Students	ELPI	Status Level	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State
English Learner	56	48.2%	Medium	50.3%	Lower	55	40.0%	-8.2	Declined	Orange	48.7%	Lower	59	49.2%	9.2	Increased	Green	45.7%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	26	69.2%	22.6	Increased Significantly	--	45.8%	Higher

Student English Language Acquisition Results Summative ELPAC									
End Year	Student Group	School				State of California			
		Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2022	EL	48.2%	0.0%	42.9%	8.9%	47.5%	2.8%	31.4%	18.3%
2023	EL	38.2%	1.8%	43.6%	14.5%	45.7%	2.3%	32.2%	18.3%
2024	EL	47.5%	0.0%	30.5%	20.3%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	65.4%	0.0%	15.4%	15.4%	41.6%	3.4%	28.5%	24.7%

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

Summative ELPAC Participation Rate Report									
End Year	Student Group	School				State of California			
		Students Tested During Testing Window	Students Enrolled During Testing Window	Participation Rate	Participation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Participation Rate	Participation Rate Greater Than 95%
2022	EL	68	68	100%	Y	1,052,513	1,088,734	96.7%	Y
2023	EL	61	61	100%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	21	21	100%	Y	193,182	202,530	95.4%	Y
2024	EL	62	62	100%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	23	23	100%	Y	182,603	190,459	95.9%	Y

# Ingenium Charter Middle

Board District: 4 | Region: North | Location Code: 5203

## CA School Dashboard: Chronic Absenteeism

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

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

Chronic Absenteeism - CA School Dashboard Indicator																			
Student Group	Dashboard 2022					Dashboard 2023							Dashboard 2024						
	Students	Chronic Absenteeism	Status Level	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	193	26.4%	Very High	30.0%	Lower	153	36.6%	10.2	Increased Significantly	Red	24.3%	Higher	173	33.5%	-3.1	Declined Significantly	Yellow	18.6%	Higher
English Learner	72	25.0%	Very High	33.6%	Lower	65	46.2%	21.2	Increased	Red	26.3%	Higher	69	34.8%	-11.4	Declined	Orange	20.1%	Higher
Latino	175	25.7%	Very High	35.8%	Lower	136	38.2%	12.5	Increased	Red	28.4%	Higher	157	33.1%	-5.1	Declined Significantly	Yellow	21.7%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	30	46.7%	-9.6	Declined	Orange	23.9%	--
Socioeconomically Disadvantaged	191	26.7%	Very High	37.4%	Lower	130	38.5%	11.8	Increased	Red	29.9%	Higher	170	32.9%	-5.5	Declined Significantly	Yellow	23.4%	Higher
Students with Disabilities	31	35.5%	Very High	39.6%	Lower	22	54.5%	19.1	Increased	--	33.1%	--	27	51.9%	-2.7	Declined	--	26.3%	--

Data Sources: California School Dashboard Research data files.

# Ingenium Charter Middle

Board District: 4 | Region: North | Location Code: 5203

## CA School Dashboard: Suspension Rate Indicator

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

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

Suspension Rate Indicator - CA School Dashboard Indicator																			
Student Group	Dashboard 2022					Dashboard 2023							Dashboard 2024						
	Students	Suspension Rate	Status Level	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State
All Students	203	1.5%	Low	3.1%	Lower	164	3.0%	1.6	Increased	Orange	3.5%	Lower	182	2.2%	-0.9	Declined	Green	3.2%	Lower
English Learner	75	4.0%	Medium	3.2%	Higher	67	3.0%	-1.0	Declined	Green	3.7%	Lower	70	1.4%	-1.6	Declined	Green	3.4%	Lower
Latino	182	1.6%	Low	3.3%	Lower	146	3.4%	1.8	Increased	Orange	3.8%	Lower	163	2.5%	-1.0	Declined	Green	3.4%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	30	3.3%	0.3	Increased	Orange	8.1%	--
Socioeconomically Disadvantaged	199	1.5%	Low	4.0%	Lower	137	3.6%	2.1	Increased	Orange	4.5%	Lower	178	2.2%	-1.4	Declined	Green	4.0%	Lower
Students with Disabilities	31	0.0%	Very Low	5.4%	Lower	25	4.0%	4.0	Increased	--	5.9%	--	27	0.0%	-4.0	Declined	--	5.4%	--

Data Sources: California School Dashboard Research data files.

# Ingenium Charter Middle

Board District: 4 | Region: North | Location Code: 5203

## Enrollment Report

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

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

Enrollment by Ethnicity and Student Group						
Student Group	2023-2024			2024-2025		
	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
<b>Enrollment</b>	<b>166</b>	<b>529,902</b>	<b>5,837,690</b>	<b>179</b>	<b>516,685</b>	<b>5,806,221</b>
F/R Meal	93.4%	80.6%	61.6%	96.6%	81.9%	62.7%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A
English Learner	38.6%	20.1%	18.4%	35.8%	18.6%	17.4%
Foster Youth	0.0%	0.6%	0.5%	1.1%	0.5%	0.5%
Homeless Youth	0.0%	2.1%	3.6%	0.0%	2.7%	4.0%
Socioeconomically Disadvantaged	94.0%	81.3%	62.7%	97.2%	82.4%	63.6%
Students w/ Disabilities	13.9%	14.8%	13.7%	18.4%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	3.0%	7.3%	4.9%	4.5%	7.1%	4.9%
American Indian or Alaska Native	0.6%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.0%	3.4%	9.9%	0.6%	3.3%	10.1%
Filipino	2.4%	1.7%	2.2%	1.7%	1.6%	2.2%
Latino	91.0%	73.8%	56.1%	89.9%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.6%	0.2%	0.4%
White	1.8%	9.8%	20.3%	2.2%	9.7%	20.0%
Two or More Races	1.2%	2.0%	4.6%	0.6%	2.1%	4.8%
Not Reported	0.0%	1.8%	1.1%	0.0%	2.2%	1.2%

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

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

# Ingenium Charter Middle

Board District: 4 | Region: North | Location Code: 5203

## Long-Term English Learners (LTEL) and “At-Risk”

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

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>English Learners</b>																		
LTEL 6+ Years	23	22.3%	17,921	7.3%	226,508	11.1%	27	22.5%	15,302	6.5%	211,186	10.6%	30	24.2%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	7	6.8%	17,295	7.1%	144,189	7.1%	9	7.5%	15,717	6.7%	136,188	6.8%	5	4.0%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	13	12.6%	60,457	24.7%	505,486	24.8%	11	9.2%	60,574	25.7%	519,651	26.0%	18	14.5%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	12	11.7%	18,850	7.7%	236,319	11.6%	17	14.2%	14,725	6.2%	207,768	10.4%	11	8.9%	13,775	6.2%	178,306	9.3%
EL Total	55	53.4%	114,523	46.8%	1,112,502	54.5%	64	53.3%	106,318	45.0%	1,074,793	53.8%	64	51.6%	95,959	43.3%	1,009,030	52.6%
RFEP	48	46.6%	130,377	53.2%	927,694	45.5%	56	46.7%	129,789	55.0%	924,422	46.2%	60	48.4%	125,465	56.7%	909,298	47.4%
Total Ever EL	103	100.0%	244,900	100.0%	2,040,196	100.0%	120	100.0%	236,107	100.0%	1,999,215	100.0%	124	100.0%	221,424	100.0%	1,918,328	100.0%

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

# Ingenium Charter Middle

Board District: 4 | Region: North | Location Code: 5203

## Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by Local Education Agencies (LEAs). LEAs are required to “certify” specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are “frozen” and cannot be amended. High Incidence is defined as students in the Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment categories. Low Incidence Students are defined as those in the Autism, Deafness, Emotional Disturbance, Hard of Hearing, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, and Visual Impairment categories.

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	166			529,902			179			516,685		
Students with Disabilities	# of SWD	% of Total SWD	% of Total Enrollment	# of SWD	% of Total SWD	% of Total Enrollment	# of SWD	% of Total SWD	% of Total Enrollment	# of SWD	% of Total SWD	% of Total Enrollment
<b>Total SWD Enrollment</b>	23	100%	13.9%	78,319	100%	14.8%	33	100%	18.4%	80,505	100%	15.6%
<b>High Incidence</b>	19	82.6%	11.4%	52,153	66.6%	9.8%	26	78.8%	14.5%	52,412	65.1%	10.1%
<b>Low Incidence</b>	4	17.4%	2.4%	26,162	33.4%	4.9%	7	21.2%	3.9%	28,084	34.9%	5.4%
Autism	3	13%	1.8%	18,713	23.9%	3.5%	6	18.2%	3.4%	20,802	25.8%	4%
Deaf-Blindness	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deafness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Emotional Disturbance	0	0%	0%	1,148	1.5%	0.2%	0	0%	0%	1,082	1.3%	0.2%
Established Medical Disability	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Hard of Hearing	0	0%	0%	971	1.2%	0.2%	0	0%	0%	931	1.2%	0.2%
Intellectual Disability	1	4.3%	0.6%	3,393	4.3%	0.6%	1	3%	0.6%	3,381	4.2%	0.7%
Multiple Disabilities	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Other Health Impairment	7	30.4%	4.2%	10,930	14%	2.1%	8	24.2%	4.5%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0%	0%	533	0.7%	0.1%	0	0%	0%	434	0.5%	0.1%
Specific Learning Disability	12	52.2%	7.2%	29,615	37.8%	5.6%	16	48.5%	8.9%	29,368	36.5%	5.7%
Speech or Language Impairment	0	0%	0%	11,608	14.8%	2.2%	2	6.1%	1.1%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Visual Impairment	0	0%	0%	185	0.2%	0%	0	0%	0%	175	0.2%	0%

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

**FINDINGS OF FACT IN SUPPORT OF DENIAL OF THE  
RENEWAL CHARTER PETITION FOR  
INGENIUM CHARTER MIDDLE  
BY THE LOS ANGELES UNIFIED SCHOOL DISTRICT**

BOARD OF EDUCATION REPORT  
November 17, 2025

**I. INTRODUCTION**

On August 20, 2025, Ingenium Charter Middle (“Charter School” or “Petitioners”) submitted a renewal petition application to the Charter Schools Division (“CSD”) of the Los Angeles Unified School District (“LAUSD” or “District”), seeking to renew its charter to serve up to 270 students in grades 6-8 for a five-year term from July 1, 2026 to June 30, 2031 (“Renewal Petition”). (See Exhibit 1, Ingenium Charter Middle Renewal Petition). Charter School currently operates on a District Proposition 39 Co-Location (Sutter Middle School) facility at 7330 Winnetka Ave., Winnetka, CA, 91306, which is served by Board District 4 and Region North.

Pursuant to the Charter Schools Act (Ed. Code, § 47600 *et seq.*) and the adopted *LAUSD Policy and Procedures for Charter Schools* (“LAUSD policy” or “District policy”), LAUSD’s Board of Education (“Board”) has 90 days upon receipt of the renewal petition to either grant or deny the renewal petition unless an extension of an additional 30 days is mutually agreed upon by the parties. No later than 60 days following receipt of the renewal petition, the LAUSD Board must hold an initial public hearing to consider the level of support for the renewal petition by teachers employed by the District, other employees of the District, and parents. At the second public hearing, at which the Board will either grant or deny the charter, the Petitioner shall have equivalent time and procedures to present evidence and testimony to respond to District staff’s recommendation and findings. The LAUSD Board must publish all staff recommendations, including the recommended findings regarding the renewal petition, at least 15 days before the public hearing at which the LAUSD Board will either grant or deny the renewal petition.

The District evaluates renewal petitions in accordance with the standards and criteria specified in the Charter Schools Act. Based on a comprehensive review of the Renewal Petition application and the record of performance of Charter School, as described in greater detail below, staff has determined that Charter School has not met the requirements set forth in Education Code sections 47605, 47607, 47607.2 and/or 47611.5 and therefore recommends denial of the Renewal Petition.

**II. STANDARD OF REVIEW FOR RENEWAL PETITIONS**

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

### **Criterion 1:**

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

- Whether the petition includes a sound educational program;
- Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
- Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
- Whether petitioners are not demonstrably unlikely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions.

While Criterion 1 is similar to the criteria for a new petition, for renewal petitions, there is more information and data regarding past performance since the initial petition for establishment of the charter school was granted. Thus, soundness of the educational program and capacity for implementation are assessed through the past performance of the existing charter school as indicators of likely future performance, including any applicable benchmarks that have been established. The LAUSD Board will examine the charter school's record in four key areas of charter school performance:

- 1) Governance
- 2) Student Achievement and Educational Performance
- 3) Organizational Management, Programs and Operations
- 4) Fiscal Operations

As part of its analysis, the LAUSD Board is to assess the extent to which charter school governing board members and staff have successfully implemented the terms of their charter, addressed deficiencies, and demonstrated capacity to continue to do so in the future based on evidence of past performance.<sup>1</sup>

### **Criterion 2:**

The LAUSD Board is required to consider the charter school's performance on the California School Dashboard accountability indicators. Education Code sections 47607 and 47607.2 prescribe three-tiers of performance classification in which a charter school falls within one of the following categories - "high," "middle," or "low" performing. The state will publish an annual list of charter schools and their performance classification.

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

The three-tier classification considers a charter school’s performance on the California School Dashboard accountability indicators, with an emphasis on the measurements of academic performance. “Measurements of academic performance” refers to the state indicators included on the California School Dashboard that are based on statewide assessments in the California Assessment of Student Performance and Progress System (CAASPP), or any successor system, English Learner Progress Indicator (ELPI), or any successor system, and the College/Career Indicator (CCI). A charter school submitting a renewal petition should include in its application all evidence and data related to the charter school’s performance on the California School Dashboard.

### **Middle Performing Charter Schools**

For all charter schools that do not meet the High performing or Low performing criteria, the LAUSD Board shall consider the charter school under Middle performing criteria. (Ed. Code, § 47607.2(b)(1).) Pursuant to Education Code section 47607.2(b), the LAUSD Board shall consider the following:

- (1) The schoolwide performance and performance of all student groups of pupils served by the charter school on both the state and local indicators on the California School Dashboard;
- (2) The LAUSD Board shall provide greater weight to the performance on measurements of academic performance on the California School Dashboard;
- (3) Until January 1, 2026, the LAUSD Board shall also consider clear and convincing evidence, demonstrated by verified data, showing either of the following:
  - a. The charter school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school, or
  - b. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

Effective January 1, 2021, pursuant to Education Code section 47607.2(c)(2), the State Board of Education adopted criteria to define verified data<sup>2</sup> and identified an approved list of valid and reliable assessments.<sup>3</sup> Staff’s review of Charter School’s submitted materials will be based on verified data sources and related information adopted by the State Board of Education. (Ed. Code, § 47607.2(c)(3)). Charter schools submitting verified data for this purpose must adhere to the state-approved criteria.

The LAUSD Board may deny a renewal of a Middle performing charter school pursuant to Education Code section 47607.2(b) upon making each of the following written factual findings:

- (1) The charter school has failed to meet or make sufficient progress toward meeting standards

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<sup>2</sup> “Verified data” means data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. (Ed. Code, §47607.2(c)(2).)

<sup>3</sup> <https://www.cde.ca.gov/sp/ch/verifdatacrit.asp>

that provide a benefit to pupils of the school;

- (2) The closure of the charter school is in the best interest of the pupils; and
- (3) The decision provided greater weight to the performance on the measurements of academic performance.

When determining whether to deny a renewal petition under prong 1 or 2, LAUSD will consider the full oversight record of the charter school, providing greater weight to performance on the measurements of academic performance. This consideration will include a comparison to Resident Schools' performance on the measurements of academic performance (e.g., Long-term English Learner (LTEL) rates, and percentage of students Met or Exceeded Standards as measured on the CAASPP as compared to the state averages, California School Dashboard data, four-year cohort graduation rates). A list of Resident Schools is generated, based on students' addresses as reported in CALPADS.

As a Middle performing charter school, if renewed, the chartering authority (LAUSD Board) must grant a renewal for a period of five years. (Ed. Code, § 47607.2(b)(7).)<sup>4</sup>

### **Criterion 3:**

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

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

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

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

- (2) The charter school is not serving the pupils who wish to attend.

Upon a finding that the charter school is not serving all pupils who wish to attend, LAUSD must

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<sup>4</sup> See LAUSD policy, pp. 35-37.

identify evidence supporting this finding, including aggregate data reflecting pupil enrollment patterns at the charter school. (Ed. Code, § 47607(d).)<sup>5</sup>

### **III. FINDINGS OF FACT IN SUPPORT OF DENIAL OF CHARTER RENEWAL**

Based on a comprehensive review of Charter School’s Renewal Petition application and Charter School’s record of performance, District staff recommends that the LAUSD Board **deny** the renewal and adopt these *Findings of Fact In Support of Denial of the Renewal Charter Petition for Ingenium Charter Middle* based on the following ground(s):

- As a Middle performing charter school, Charter School fails to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of Charter School. (Ed. Code, § 47607.2(b).) (Criterion 2); and
- Petitioners are demonstrably unlikely to successfully implement the program set forth in the Renewal Petition. (Ed. Code, § 47605(c)(2).) (Criterion 1)

**A. Charter School failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of Charter School. (Ed. Code, § 47607.2(b).) (Criterion 2)**

Charter School has been identified by the California Department of Education (CDE) as a Middle performing charter school.<sup>6</sup> While giving greater weight to Charter School’s performance on the measurements of academic performance, District staff finds that Charter School has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of Charter School, and that closure of Charter School is in the best interest of pupils.

#### **1. Academic Performance Analysis**

Based on a comprehensive review of the Renewal Petition, and Charter School’s record of academic performance, as outlined below, District staff determined that Charter School failed to make sufficient progress in academic achievement schoolwide and for numerically significant student groups based on the California School Dashboard in English Language Arts (ELA), Math, and on the English Learner Progress Indicator (ELPI). As outlined in the findings of fact in this Report, and the attached Exhibits, which are hereby incorporated into this finding by this reference, for the three applicable measurements of academic performance, Charter School provided three years of verified data disaggregated by grade levels and student groups; however, the evidence, demonstrated by verified data, failed to meet the clear and convincing threshold. (See Exhibit 2, Ingenium Charter Middle Data Set; and Exhibit 3, Ingenium Charter Middle Verified Data.)

**a. California School Dashboard English Language Arts Indicator**

In 2022, 2023, and 2024 in ELA, Charter School’s Distance from Standard (DFS) was lower for All Students, and for all numerically significant student groups.

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<sup>5</sup> See LAUSD Policy, pp. 37-38.

<sup>6</sup> The list of charter schools and their respective performance categories, as determined by the criteria outlined in Education Code section 47607.2, published by CDE’s Charter Schools Division is available at <https://www.cde.ca.gov/sp/ch/cperformcategory.asp>.

### Ingenium 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	Very Low	-78.0	Low	-12.2	Lower
Latino	Met	Very Low	-82.8	Low	-38.6	Lower
English Learner	Met	Very Low	-103.1	Low	-61.2	Lower
Socioeconomically Disadvantaged	Met	Very Low	-78.8	Low	-41.4	Lower

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

### Ingenium 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	Orange	-73.0	5.0	Orange	-13.6	Lower
Latino	Met	Red	-87.8	-5.0	Orange	-40.2	Lower
English Learner	Met	Red	-114.8	-11.7	Orange	-67.7	Lower
Socioeconomically Disadvantaged	Met	Red	-82.1	-3.3	Orange	-42.6	Lower

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

### Ingenium Charter Middle - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Red	-79.4	-6.5	Orange	-13.2	Lower
Latino	Met	Orange	-83.9	3.9	Orange	-39.3	Lower
English Learner	Not Met	Red	-114.7	0.1	Orange	-67.6	Lower
Socioeconomically Disadvantaged	Met	Red	-79.2	2.9	Orange	-40.9	Lower

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

#### b. California School Dashboard Math Indicator

In 2022, 2023, and 2024 in Math, Charter School's DFS was lower than the state for All Students, and for all numerically significant student groups.

### Ingenium 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	-148.1	Low	-51.7	Lower
Latino	Met	Very Low	-154.5	Low	-83.4	Lower
English Learner	Met	Very Low	-163.2	Low	-92.0	Lower
Socioeconomically Disadvantaged	Met	Very Low	-148.4	Low	-84.0	Lower

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

### Ingenium 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	Orange	-129.6	18.5	Orange	-49.1	Lower
Latino	Met	Orange	-141.6	12.9	Orange	-80.8	Lower
English Learner	Met	Orange	-155.1	8.1	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Orange	-132.8	15.7	Yellow	-80.8	Lower

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

### Ingenium Charter Middle - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Orange	-120.1	9.6	Orange	-47.6	Lower
Latino	Met	Orange	-121.5	20.1	Orange	-79.2	Lower
English Learner	Met	Orange	-147.6	7.5	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Orange	-120.1	12.7	Orange	-78.2	Lower

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

#### c. California School Dashboard ELPI

In 2022 and 2023 on the ELPI, Charter School’s English Learner Progress Rate was lower than the state. In 2024, Charter School’s rates were higher than the state for English Learner and Long-term English Learner student groups.

### Ingenium 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	Medium	48.2%	Medium	50.3%	Lower

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

### Ingenium 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	40.0%	-8.2%	Yellow	48.7%	Lower

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

### Ingenium Charter Middle - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Green	49.2%	9.2%	Orange	45.7%	Higher
Long-term English Learner	Met	No Performance Color	69.2%	22.6%	Orange	45.8%	Higher

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

## 2. Charter School’s Evidence, Demonstrated by Verified Data, Failed to Meet the Clear and Convincing Threshold

In addition to considering the schoolwide performance and performance of numerically significant student groups of pupils served by Charter School on both the state and local indicators on the California School Dashboard, and providing greater weight to the performance on measurements of academic performance on the Dashboard as part of the renewal consideration, the District must also consider clear and convincing evidence, *demonstrated by verified data*, showing that Charter School achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.

Charter School provided data from “MAP Growth by NWEA, Grades K-12” (NWEA) *Student Growth Summary Report* in Reading and Math. NWEA is an adopted academic progress indicator approved by the State Board of Education (SBE) constituting a verified data source, and thus, is identified on the verified data list. Per NWEA, this assessment only reports data disaggregated by grade levels.

Per Education Code section 47607.2 (c)(2), the SBE 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. The *Student Growth Summary Report* provided by Charter School in Reading does not provide a participation rate on the report, however it does include the total number of “growth events<sup>7</sup>” on the reports. In 2024-2025, Charter School had a norm enrollment of 180 students and the NWEA Reading report indicates that Charter School had 149 growth events; and the NWEA Math report had 159 growth events. Thus, the 2024-2025 assessment data does not appear to include at least 95% of eligible students. Furthermore, the data submitted for 2022-2023 and 2023-2024 also appears to have not met the 95% participation rate in both ELA and Math. In fact, based on the three years of submitted verified data, the participation rates range from 77.6% to 88.0%, and calls into question how representative the outcomes are to the students served by Charter School, as discussed in more detail below.

Per the California SBE’s May 2023 Agenda Item #02, publisher guidance states, “A CGI range of -0.2 to 0.2 (or greater) could be used as an approximation of one year’s growth (or more) in a subject, as the overall average growth of students would be generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure.”

### ELA

Charter School provided data for 2022-2023, 2023-2024, and 2024-2025 (Fall to Spring administration) for Grade 6, Grade 7, and Grade 8, and for the following student groups<sup>8</sup>: English Learner, Socioeconomically Disadvantaged, Students with Disabilities, and Latino.

The 2024-2025 disaggregated data outcomes are represented in the table below showing overall Grade 6 and Grade 8 met one year’s progress. The Socioeconomically Disadvantaged student group met one year’s progress in Grade 6, Grade 7, and Grade 8; the Students with Disabilities

<sup>7</sup> Total Number of Growth Events: The number of students with valid growth-based test events for both terms.

<sup>8</sup> 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 the NWEA report).

student group met one year’s progress in Grade 6 and Grade 7; and the English Learner student group met one year’s progress in Grade 8. However, Grade 7 did not meet one year’s progress. The English Learner student group did not meet one year’s progress in Grade 6 or Grade 7. The Latino student group did not meet one year’s progress in any grade level.

<b>MAP Growth Reading 2024-2025</b>				
<b>Student Groups</b>	<b>Total Number of Growth Events</b>	<b>Map Growth CGI Range</b>	<b>Reading: Conditional Growth Index (CGI)</b>	<b>One Year’s Progress</b>
Grade 6	50	-0.2 to 0.2	-0.10	Met
English Learner	16	-0.2 to 0.2	-0.34	Not Met
Latino	45	-0.2 to 0.2	-1.43	Not Met
Socioeconomically Disadvantaged	44	-0.2 to 0.2	-0.20	Met
Students with Disabilities	12	-0.2 to 0.2	-0.15	Met
Grade 7	59	-0.2 to 0.2	-0.25	Not Met
English Learner	15	-0.2 to 0.2	-1.34	Not Met
Latino	54	-0.2 to 0.2	-1.90	Not Met
Socioeconomically Disadvantaged	54	-0.2 to 0.2	-0.19	Met
Students with Disabilities	13	-0.2 to 0.2	0.00	Met
Grade 8	40	-0.2 to 0.2	0.10	Met
English Learner	12	-0.2 to 0.2	-0.06	Met
Latino	36	-0.2 to 0.2	-0.50	Not Met
Socioeconomically Disadvantaged	39	-0.2 to 0.2	0.09	Met
Students with Disabilities	*	-0.2 to 0.2	*	*

Charter School also submitted verified data using NWEA for the 2022-2023 and 2023-2024 school years. Based on NWEA’s CGI range of -0.2 to 0.2, Charter School met the one year’s progress for a majority of grade levels and for a majority of student groups.

## **MATH**

Charter School provided data for Math from “MAP Growth by NWEA, Grades K-12” (NWEA) *Student Growth Summary Report* for 2022-2023, 2023-2024, and 2024-2025 (Fall to Spring administration) for Grade 6, Grade 7, and Grade 8, and for the following student groups<sup>9</sup>: English Learner, Socioeconomically Disadvantaged, Students with Disabilities, and Latino.

The 2024-2025 disaggregated data outcomes are represented in the table below showing overall Grades 6, 7, and 8 met one year’s progress. The Socioeconomically Disadvantaged and Latino student groups met one year’s progress in Grade 6, Grade 7, and Grade 8; and the English Learner

<sup>9</sup> 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 the NWEA report).

student group met one year’s progress in Grade 6. However, the Students with Disabilities did not meet one year’s progress in Grade 6 or Grade 7. The English Learner student group did not meet one year’s progress in Grade 7 or Grade 8.

<b>MAP Growth Math 2024-2025</b>				
<b>Student Groups</b>	<b>Total Number of Growth Events</b>	<b>Map Growth CGI Range</b>	<b>Math: Conditional Growth Index (CGI)</b>	<b>One Year’s Progress</b>
Grade 6	52	-0.2 to 0.2	0.09	Met
English Learner	20	-0.2 to 0.2	-0.06	Met
Latino	47	-0.2 to 0.2	1.16	Met
Socioeconomically Disadvantaged	44	-0.2 to 0.2	0.13	Met
Students with Disabilities	12	-0.2 to 0.2	-0.32	Not Met
Grade 7	64	-0.2 to 0.2	0.02	Met
English Learner	21	-0.2 to 0.2	-0.37	Not Met
Latino	59	-0.2 to 0.2	0.48	Met
Socioeconomically Disadvantaged	56	-0.2 to 0.2	0.04	Met
Students with Disabilities	13	-0.2 to 0.2	-1.07	Not Met
Grade 8	4	-0.2 to 0.2	0.47	Met
English Learner	15	-0.2 to 0.2	-0.21	Not Met
Latino	39	-0.2 to 0.2	1.45	Met
Socioeconomically Disadvantaged	41	-0.2 to 0.2	0.55	Met
Students with Disabilities	*	-0.2 to 0.2	*	*

Charter School also submitted verified data using NWEA for the 2022-2023 and 2023-2024 school years. Based on NWEA’s CGI range of -0.2 to 0.2, Charter School met the one year’s progress for a majority of grade levels and for a majority of student groups.

Although Charter School has met one year’s progress for verified data, based on the review and consideration of the submitted three years of data, concerns around the participation rates exist for all years of submitted verified data, as reflected in the table below. Consistent with Education Code section 47607.2 (c)(2), a verified data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. In all three years, the participation rates appear to include a limited number of students across the grade levels making the results of the assessments difficult to determine if they are an accurate representation of student outcomes. Therefore, the outcomes are determined not to be clear and convincing as consistent with statutory requirements. (Ed. Code, § 47607.2.)

Year	Assessment	Growth Events	Norm Enrollment	Participation Rate
2022-2023	Reading	114	147	77.6%
	Math	128	147	87.0%
2023-2024	Reading	136	169	80.5%
	Math	148	169	87.6%
2024-2025	Reading	149	180	82.8%
	Math	159	180	88.0%

**3. Charter School has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the school.**

Based on the information and findings established above (sections 1 and 2) and as evidenced by the tables/data provided herein, and supporting exhibits attached to this Report, District staff recommends denial (non-renewal) of Charter School’s Renewal Petition on the grounds that Charter School has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of Charter School.

**4. Closure of Charter School is in the best interest of pupils.**

The District weighed various factors in determining whether closure of Charter School is in the best interests of students. Following consideration of Charter School’s schoolwide performance and performance of its numerically significant student groups on the California School Dashboard, while providing greater weight to performance on measurements of academic performance, and the lack of clear and convincing evidence showing Charter School achieved measurable increases in academic achievement, defined as one year’s progress for each year of the school, the District conducted a further analysis and has also considered the performance of Resident Schools where students may have otherwise attended, and determined that closure of Charter School is in the best interest of students.

The District’s consideration, as explored below, included a comparison to Resident Schools’ performance on the measurements of academic performance, including California School Dashboard data and California Assessment of Student Performance and Progress (CAASPP).<sup>10</sup>

**a. Resident School Median (RSM) California School Dashboard Indicator Student Group Comparison Analysis**

**English Language Arts RSM Comparison**

As reflected in the tables below, when comparing Charter School to the RSM in ELA, Charter School data indicates that its student performance on the California School Dashboard in 2022, 2023, and 2024 was lower than the RSM for All Students and for all numerically significant student groups, with the exception of the English Learner student group.

<sup>10</sup> See Exhibit 4, Ingenium Charter Middle RSM Data.

## Academic Performance Medians- English Language Arts

Ingenium Charter Middle 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	164	Very Low	-78.0	2,381	Very Low	-74.5	Lower
Latino	150	Very Low	-82.8	1,683	Very Low	-79.5	Lower
English Learner	85	Very Low	-103.1	650	Very Low	-127.7	Higher
Socioeconomically Disadvantaged	163	Very Low	-78.8	1,907	Very Low	-75.3	Lower

Data Sources: California School 2022 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

Ingenium Charter Middle 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	130	Orange	-73.0	2,387	Orange	-69.7	Lower
Latino	115	Red	-87.8	1,719	Orange	-73.5	Lower
English Learner	65	Red	-114.8	631	Red	-125.2	Higher
Socioeconomically Disadvantaged	111	Red	-82.1	1,996	Orange	-72.1	Lower

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

Ingenium Charter Middle 2023-2024 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	151	Red	-79.4	2,300	Orange	-74.8	Lower
Latino	138	Orange	-83.9	1,642	Orange	-83.2	Lower
English Learner	77	Red	-114.7	669	Orange	-123.0	Higher
Socioeconomically Disadvantaged	149	Red	-79.2	1,832	Orange	-77.7	Lower

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

### Math RSM Comparison

As reflected in the tables below, when comparing Charter School to the RSM in Math, Charter School's data indicates that its student performance on the California School

Dashboard in 2022, 2023, and 2024 was lower than the RSM for All Students and for all numerically significant student groups, with the exception of the English Learner student group.

### Academic Performance Medians- Math

Ingenium Charter Middle 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	161	Very Low	-148.1	2,370	Very Low	-124.3	Lower
Latino	147	Very Low	-154.5	1,677	Very Low	-131.6	Lower
English Learner	83	Very Low	-163.2	648	Very Low	-166.3	Higher
Socioeconomically Disadvantaged	160	Very Low	-148.4	1,897	Very Low	-126.8	Lower

Data Sources: California School 2022 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

Ingenium Charter Middle 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	130	Orange	-129.6	2,380	Orange	-120.6	Lower
Latino	115	Orange	-141.6	1,716	Orange	-125.4	Lower
English Learner	65	Orange	-155.1	629	Red	-177.3	Higher
Socioeconomically Disadvantaged	111	Orange	-132.8	1,990	Orange	-122.9	Lower

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

Ingenium Charter Middle 2023-2024 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	157	Orange	-120.1	2,331	Orange	-106.4	Lower
Latino	144	Orange	-121.5	1,667	Red	-116.3	Lower
English Learner	81	Orange	-147.6	700	Orange	-150.2	Higher
Socioeconomically Disadvantaged	155	Orange	-120.1	1,859	Red	-110.9	Lower

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

## ELPI RSM Comparison

As reflected in the tables below, when comparing Charter School to the RSM on the English Language Performance Indicator (ELPI), Charter School's data indicates that its student performance on the California School Dashboard in 2022 and 2023, was lower than the RSM for All Students and for all numerically significant student groups. However, in 2024, All Students and all numerically significant student groups were higher than the RSM.

### Academic Performance Medians – English Learner Progress Indicator

Ingenium Charter Middle 2021-2022 English Learner Progress Indicator Medians - CA School Dashboard Indicator

Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Charter Status Level	Charter Percentage of English Learner making progress towards English proficiency	Resident Number of EL Students with a Performance Level in Both the Current and Prior Year	Resident Schools Median Status Level	Resident Median Percentage of English Learner making progress towards English proficiency	Charter to Resident Schools Median Comparison
English Learner	56	Medium	48.2%	366	High	56.1%	Lower

Data Sources: California School 2022 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

Ingenium Charter Middle 2022-2023 English Learner Progress Indicator Medians - CA School Dashboard Indicator

Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Charter Performance Level (color)	Charter Percentage of English Learner making progress towards English proficiency	Resident Number of EL Students with a Performance Level in Both the Current and Prior Year	Resident Schools Median Color	Resident Median Percentage of English Learner making progress towards English proficiency	Charter to Resident Schools Median Comparison
English Learner	55	Orange	40.0%	412	Green	61.0%	Lower

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

Ingenium Charter Middle 2023-2024 English Learner Progress Indicator Medians - CA School Dashboard Indicator

Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Charter Performance Level (color)	Charter Percentage of English Learner making progress towards English proficiency	Resident Number of EL Students with a Performance Level in Both the Current and Prior Year	Resident Schools Median Color	Resident Median Percentage of English Learner making progress towards English proficiency	Charter to Resident Schools Median Comparison
English Learner	59	Green	49.2%	373	Orange	48.9%	Higher
Long Term English Learner	26	No Color	69.2%	163	Blue	59.2%	Higher

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

**b. CAASPP Standard Exceeded and Met Comparison Analysis**

Staff reviewed CAASPP Standard Met and Exceeded by grade level for 2023, 2024, and 2025. Ingenium Charter Middle was lower than the RSM Standard Exceeded and Met in both ELA and Math in the majority of years.

**3-year Resident School CAASPP Comparison by Grade Level**

Ingenium Charter Middle English Language Arts/Literacy									
Grade	2022-2023 Charter Standard Exceeded and Standard Met %	2022-2023 Resident Schools Median Standard Exceeded and Standard Met %	2022-2023 Charter to Resident Comparison	2023-2024 Charter Standard Exceeded and Standard Met %	2023-2024 Resident Schools Median Standard Exceeded and Standard Met %	2023-2024 Charter to Resident Comparison	2024-2025 Charter Standard Exceeded and Standard Met %	2024-2025 Resident Schools Median Standard Exceeded and Standard Met %	2024-2025 Charter to Resident Comparison
6	25.0	24.2	Higher	25.9	19.6	Higher	10.9	27.5	Lower
7	20.9	27.9	Lower	26.7	28.4	Lower	20.6	22.3	Lower
8	26.4	23.8	Higher	18.4	27.2	Lower	20.9	34.1	Lower

Ingenium Charter Middle Mathematics									
Grade	2022-2023 Charter Standard Exceeded and Standard Met %	2022-2023 Resident Schools Median Standard Exceeded and Standard Met %	2022-2023 Charter to Resident Comparison	2023-2024 Charter Standard Exceeded and Standard Met %	2023-2024 Resident Schools Median Standard Exceeded and Standard Met %	2023-2024 Charter to Resident Comparison	2024-2025 Charter Standard Exceeded and Standard Met %	2024-2025 Resident Schools Median Standard Exceeded and Standard Met %	2024-2025 Charter to Resident Comparison
6	16.7	13.1	Higher	16.7	17.0	Lower	10.7	20.6	Lower
7	13.6	14.6	Lower	10.4	14.4	Lower	16.7	17.6	Lower
8	5.4	14.6	Lower	9.6	18.6	Lower	11.1	24.9	Lower

**c. Long-term English Learner RSM Comparison**

Staff reviewed LTEL percentages for 2022, 2023, and 2024. Ingenium Charter Middle had a higher percentage than the RSM in all three years.

Ingenium Charter Middle Long-term English Learner (LTEL) Resident School Median				
Academic Year	Charter LTEL 6+ Years	Charter LTEL 6+ Percent	Resident Median LTEL 6+ Percent	Charter to Resident Schools Median Comparison
2022-2023	23	22.3%	17.6%	Higher
2023-2024	27	22.5%	13.0%	Higher
2024-2025	30	24.2%	13.3%	Higher

Data Source: 2018-2025 LTEL Dataquest Research Files. 2024-2025 Resident Schools used for comparison.

The District weighed various factors in determining whether closure of Charter School is in the best interest of students. Following consideration of Charter School’s schoolwide performance and performance of its numerically significant student groups on the California School Dashboard, while providing greater weight to performance on measurements of academic performance, and considered the lack of clear and convincing evidence showing Charter School achieved measurable increases in academic achievement, the District conducted a further analysis and has also considered the performance of Resident Schools where students may otherwise attend, and determined that closure of Charter School is in the best interest of its students. (Ed. Code, § 47607.2(b).) The District’s consideration included a comparison to Resident Schools’ performance on the measurements of academic performance, including California School Dashboard data, CAASPP, and LTEL percentages. (See Exhibit 4, Ingenium Charter Middle RSM Data).

**B. Petitioners are demonstrably unlikely to successfully implement the program set forth in the Renewal Petition (Ed. Code, § 47605(c)(2))**

In evaluating whether a petitioner is demonstrably unlikely to successfully implement<sup>11</sup> the program set forth in the renewal petition, the LAUSD Board assesses a variety of factors.<sup>12</sup> Based on the grounds and analyses set forth below, the Petitioners are demonstrably unlikely to successfully implement the program set forth in the Renewal Petition. (Ed. Code, § 47605(c)(2).)

**1. Low Annual Performance-Based Oversight Demonstrates Inadequate Performance.**

LAUSD performs ongoing oversight to continually monitor a charter school’s progress and attainment of measurable pupil outcomes, educational programs, operations, governance, and fiscal management, as well as compliance with all applicable laws and the terms of the charter. Pursuant to the District’s statutory oversight obligations, the District assesses a charter school’s performance across four categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Each area is rated using a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*, based on the evidence collected during the annual performance oversight visit.

Ultimately, information gathered through oversight serves as part of Charter School’s ongoing record for the District to make informed decisions about Charter School’s renewal.

Charter School’s Annual Performance-Based Oversight Visit (APBOV) reports reflect that in the area of Student Achievement, Charter School did not earn ratings higher than 1 (*Unsatisfactory*) or 2 (*Developing*) in the current term. The low ratings in Academic Achievement were all due to Charter School’s performance on the California School Dashboard and the average of the indicator scores. (See table below)

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<sup>11</sup> The policy for "demonstrably unlikely to successfully implement the program" includes factors and guidance promulgated by the State Board of Education. See Title 5 California Code of Regulations, section 11967.5.1.

<sup>12</sup> See LAUSD policy, pgs. 12-13.

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

As reflected above, Charter School’s past academic history does not demonstrate positive academic achievement for its students. Therefore, Petitioners are demonstrably unlikely to successfully implement the educational program set forth in the Renewal Petition.

In addition, Charter School was issued academic benchmarks in its prior renewal which yielded mixed results. The following summarizes the outcomes of each benchmark for each of the seven years (2018-2019 through 2024-2025) of the current charter term.

Note: Annual benchmark status updates are based on prior year(s) performance outcomes. For example, benchmarks that require performance level growth (as reported for the years in the tables below) are based on available data from the preceding two school years (e.g., 2019-2020 benchmark status is based on 2018 CA Dashboard data and 2019 CA Dashboard data). As CA Dashboard data is unavailable for the 2019-2020 and 2020-2021 school years due to statewide assessment disruptions caused by the COVID-19 pandemic, “No Update” is indicated for applicable benchmarks for 2020-2021, 2021-2022, and 2022-2023.

**Benchmark 1:** *The school shall submit a written status report to the Charter Schools Division annually no later than December 1 that provides evidence to demonstrate growth of at least one performance level per academic year in English Language Arts indicators for measuring “Academic Performance” on the California Dashboard as reported by the California Department of Education (CDE) for all numerically significant subgroups with the goal of achieving and maintaining the “Green” performance level or higher on each of these indicators.*

Benchmark 1: Student Groups ELA						
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Not Met	Met	No Update	No Update	No Update	Not Met	Not Met

Benchmark 1 was Not Met for three years of current term.

**Benchmark 2:** *The Charter School shall provide a plan to the Charter Schools Division, within 30 days, to address the school’s systemic improvements for accurate and timely reporting into CALPADS. The plan shall address how this system will be accessible without interruption in the case of staff changes. The Charter School shall submit written evidence to the Charter Schools Division annually no later than June 1 of accurate and timely reporting into CALPADS.*

Benchmark 2: Accurate and Timely Reporting into CALPADS						
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Met	Met	Met	Met	Met	Met	Met

Benchmark 2 was Met throughout the charter term.

Taken together, the above (subparagraphs (A)-(B)) demonstrate a sustained pattern of educational deficiencies. Thus, these findings support the conclusion that Charter School has not consistently demonstrated the educational capacity to successfully implement its program.

#### **IV. RECOMMENDATION**

Based on the foregoing, District staff recommends that the LAUSD Board deny Ingenium Charter Middle's Renewal Petition. The recommendation for denial is based on findings that Charter School does not meet the criteria for renewal as a Middle performing charter school based on failure to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of Charter School; and the Petitioners are demonstrably unlikely to successfully implement the educational program set forth in the Renewal Petition.

In order to deny the Renewal Petition on the grounds set forth above, the LAUSD Board must make written findings setting forth specific facts to support the denial of the renewal petition. (Ed. Code § 47605(c); and Ed. Code, §47607.2(b)(6).) Should the LAUSD Board decide to deny renewal of the Charter School's charter, District staff recommends that the Board adopt these *Findings of Fact in Support of Denial of the Renewal Charter Petition for Ingenium Charter Middle* as the Board's written findings of fact in support of the denial.

Exhibits are available for perusal at the following link:

<https://drive.google.com/drive/folders/1VO-dMAIzyaWL1ckwLbKmPWlry2oFBxWj?usp=sharing>